

Unit
6

GRADE 1

Teacher's Edition

 NATIONAL GEOGRAPHIC

Reach for Reading

COMMON CORE PROGRAM





exploration



compelling
visuals



education

Forwarding the National Geographic Mission



great storytelling




celebration of cultures



authenticity

Unit
6

Teacher's Edition

 NATIONAL GEOGRAPHIC
Reach
for **Reading**
COMMON CORE PROGRAM



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 NATIONAL
GEOGRAPHIC

 Hampton-Brown



Meet the Artist

Joel Sotelo grew up in Tijuana, Mexico and began coming to the United States with his mother as a young child. He now lives in San Diego where he works as an artist and designer. Sotelo loves to travel and integrates elements of many countries and cultures into his art.

Acknowledgments

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Cover Design and Art Direction: Visual Asylum

Cover Illustration: Joel Sotelo

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Printed in the USA.

RR Donnelley, Menasha, WI

ISBN: 978-07362-96410

12 13 14 15 16 17 18 19 20 21

10 9 8 7 6 5 4 3 2 1



Up in the Air

? BIG QUESTION

What's wild about weather?



PHONICS & READING SKILLS

Words with *oa, ow, -old*
Compound Words
Identify Cause and Effect
Make Inferences

Week 1	T69g
Storm Is Coming!	Animal Fantasy T73a
by Heather Tekavec	
I Face the Wind	Science Nonfiction T77
by Vicki Cobb	Comprehension Coach

PHONICS BOOKS



Book 21

Words with *ie, igh*
Syllables
Describe Character's Actions/
Experiences
Compare Characters'
Experiences

Week 2	T95c
Wind Eagle	Legend T97
retold by Renee Biermann	
The Story of Lightning and Thunder	Folktales T102f
adapted by Cecilia Yang	Interactive Whiteboard



Book 22

Words with *oo, ou, ew*
Words with *ue, ui, u_e, ew*
Classify Details
Make Inferences

Week 3	T103e
Hey, Ray!	Poem T105a
by Lada Josefa Kratky	
A Year for Kiko	Realistic Fiction T109
by Ferida Wolff	Comprehension Coach



Book 23

Words with *au, aw, -alk*
Words with *oo, ea*
Compare Texts

Week 4	T127c
Chasing Storms with Tim Samaras	Interview T129
by Jennifer Tetzloff	
NATIONAL GEOGRAPHIC EXCLUSIVE	
Hunting for Hurricanes	Science Article T132f
by Sofia Miller	Interactive Whiteboard
Writing Project: Nonfiction Paragraph	T134



Book 24

RESOURCES

Practice Masters PM6.1–PM6.67
Leveled Reading LR1–LR19

Assessment Masters A6.1–A6.65
Reteaching Masters RT6.1–RT6.20

Classroom Management

Whole Group Time

TEACHER

- Conduct Phonics Lessons
- Conduct Reading Lessons
- Teach Daily Language Arts
 - Daily Spelling and Word Work
 - Daily Grammar
- Differentiate Instruction
- Guide Writing Projects
- Assess Progress

STUDENT

- Learn to Read
- Read and Respond to Fiction and Nonfiction
- Build Content Knowledge
- Engage in Daily Language Arts Activities
- Collaborate on Writing Projects
- Complete Assessments

Leveled Reading Time

TEACHER

- Introduce Books
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

STUDENT

- Read and Discuss Books
- Extend Content Knowledge
- Apply Reading Skills
- Connect and Compare Texts
- Demonstrate Comprehension

Learning Station Time

TEACHER

- Suggest Books for Independent Reading
- Introduce Learning Stations
- Meet with Small Groups or Individuals for Intervention, Reteaching, or Acceleration
- Guide and Redirect as Needed

STUDENT

- Read Independently
- Complete Learning Station Activities
- Meet for Intervention, Reteaching, or Acceleration
- Work on Assigned Skills Practice

Up in the Air




BIG
Question

What's wild
about weather?

Unit 6 Program Resources

WHOLE GROUP TIME



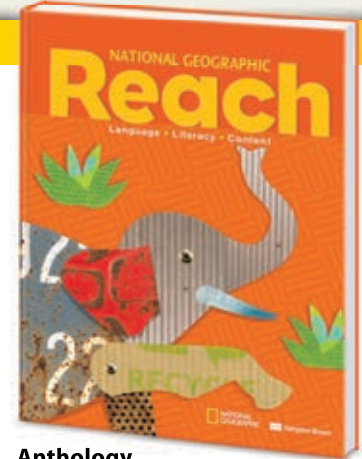
NGReach.com



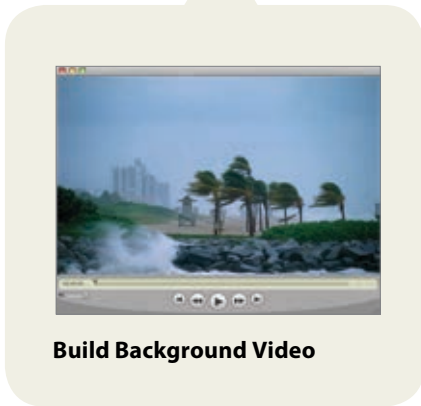
Read On Your Own:
Decodable Books



- Write-On/Wipe-Off Boards
- Sound/Spelling Cards
- Phonics Picture Cards
- Sing with Me Phonics Songs



Anthology
Volume 2, pages 69–137



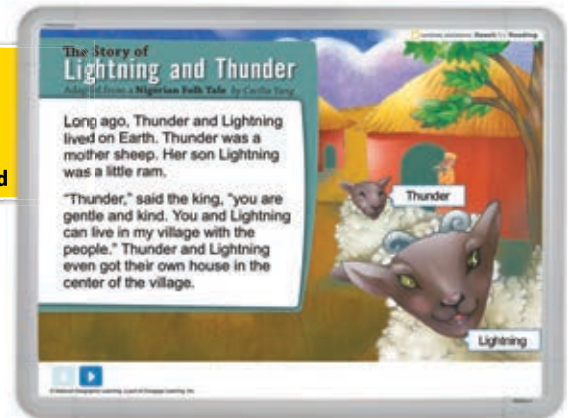
Build Background Video



Big Books



Interactive Whiteboard



Interactive Read Aloud 11 and 12

LEVELED READING TIME

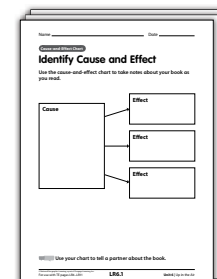


Fiction Leveled Books

Nonfiction Leveled Books



Leveled Book Finder



Leveled Reading Masters
LR6.1–LR6.7

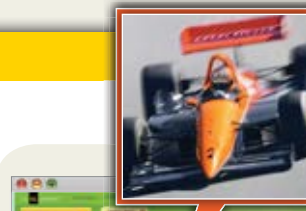
LEARNING STATION TIME



NGReach.com

Student Technology

- My Assignments
- Digital Library
- Phonics Games
- Vocabulary Games
- My Vocabulary Notebook
- Comprehension Coach
- Read with Me MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



Digital Library



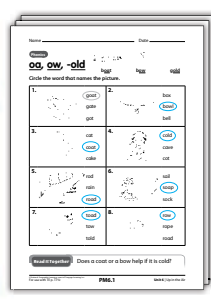
My Vocabulary Notebook



Phonics Games & Vocabulary Games



Practice Book
PM6.1–PM6.67



Practice Masters
PM6.1–PM6.67



Teamwork Activities



ESL Kit

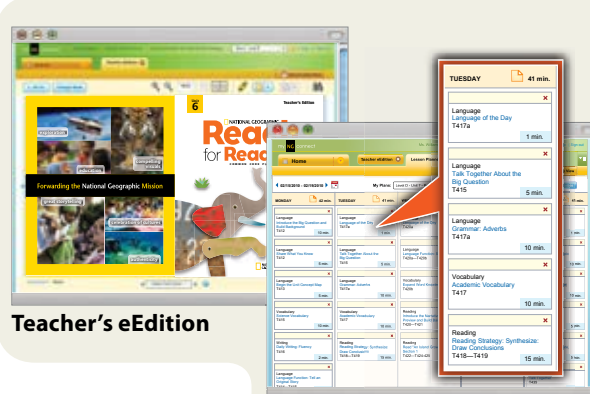
PLANNING RESOURCES



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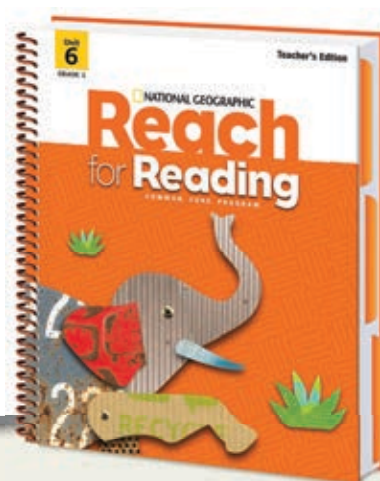
Teacher Technology

- Student and Teacher eEditions
- Lesson Planner
- eVisuals 6.1–6.15
- Family Newsletter 6 (in 7 languages)
- Teamwork Activities Teacher's Guide
- Test-Taking Strategies Teacher's Guide
- Professional Development
- Other Teacher Resources



Teacher's eEdition

Online Lesson Planner



Teacher's Edition

- Whole Group Lessons
- Practice Masters
- Leveled Reading
- Assessment and Reteaching Masters

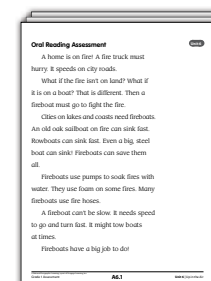
ASSESSMENT & RETEACHING



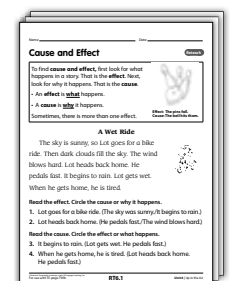
eAssessment™



ExamView®



Assessment Masters
A6.1–A6.61





Reteaching Masters
RT6.1–RT6.19

Unit 6 Skills at a Glance

✔ = TESTED SKILL

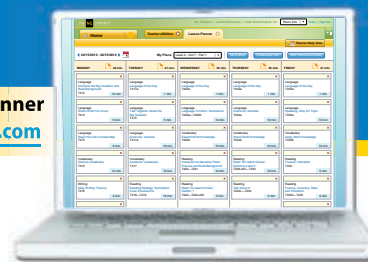
Introduce Unit 6	BUILD BACKGROUND VIDEO	INTRODUCE THE BIG QUESTION	
	WHOLE GROUP TIME		
	Speaking and Listening	Language and Vocabulary	Reading
Week 1  	Listen to an Animal Fantasy Listen to a Science Nonfiction Explain ✔ Use Clues to Infer Discuss the Effects of Wind	Phonics ✔ Substitute Medial Sounds ✔ Combine and Segment Syllables ✔ Read and Spell Words with <i>oa, ow, -old</i> ✔ Read and Spell Compound Words ✔ Science Vocabulary blows feels storm weather wind ✔ Academic Vocabulary fast outside power soft strong	Read and Comprehend an Animal Fantasy Read and Comprehend Science Nonfiction ✔ Identify Cause And Effect ✔ Make Inferences Phonics ✔ Read Decodable Text ✔ Read and Spell High Frequency Words air boy different hurry soon turn 
Week 2   	Ask and Answer Questions Compare Characters' Experiences Relate Readings to the Big Question	Phonics ✔ Substitute Medial Sounds ✔ Blend Sounds ✔ Add Final Sounds ✔ Read and Spell Words with <i>ie, igh</i> ✔ Read and Spell Words with Syllables ✔ Grammar: Ask Questions ✔ Use Compound Words	Read and Comprehend a Legend Read and Comprehend a Folk Tale ✔ Describe Characters' Actions ✔ Describe Characters' Experiences ✔ Compare Characters' Experiences Phonics ✔ Read Decodable Text ✔ Read and Spell High Frequency Words above again away change seven sometimes 
Week 3  	Listen to a Poem Listen to Realistic Fiction Express Ideas ✔ Make Inferences About Weather Act Out Kiko's Actions	Phonics ✔ Delete Second Sound from Blends ✔ Substitute Medial Sounds ✔ Read and Spell Words with <i>oo, ou, ew</i> ✔ Learn Words with <i>ue, ui, u_e, ew</i> ✔ Grammar: Expand Sentences ✔ Science Vocabulary calendar cloudy month rainy snowy sunny year ✔ Academic Vocabulary cold cool hot temperature warm	Read and Comprehend a Poem Read and Comprehend Realistic Fiction ✔ Classify Details ✔ Make Inferences Phonics ✔ Read Decodable Text ✔ Read and Spell High Frequency Words been down hard now number push 
Week 4   	Ask and Answer Questions Discuss Two Texts on the Same Topic Relate Readings to the Big Question	Phonics ✔ Delete Second Sound from Blends ✔ Substitute Medial Sounds ✔ Read and Spell Words with <i>au, aw, -alk</i> ✔ Read and Spell Words with <i>oo, ea</i> ✔ Grammar: Ask Questions ✔ Use Compound Words	Read and Comprehend an Interview Read and Comprehend a Science Article ✔ Compare Texts Phonics ✔ Read Decodable Text ✔ Read and Spell High Frequency Words children her house school thought word 
Unit 6 Wrap-Up	ANSWER THE BIG QUESTION	UNIT PROJECTS	

BIG Question What's wild about weather?


Writing	LEARNING STATION TIME	ASSESSMENT & RETEACHING	LEVELED READING
<p>Power Writing Write About Storms Writer's Craft: Use Humor Write to Understand Wind Write About the Effects of Wind Write About It</p>	<p>Speaking and Listening Report on the Weather; Wind Power</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing A Weather Poem; Now and Later</p> <p>Cross-Curricular Observe Wind; Do You like the Wind?</p> <p>Reading and Intervention Comprehension Coach; What an Experience!; Reteach Phonics; ESL Kit</p>	<ul style="list-style-type: none"> ✓ Substitute Medial Sounds and Combine & Segment Syllables ✓ Decode and Spell Words with <i>oa, ow, -old</i> and Compound Words ✓ High Frequency Words ✓ Fluency: Expression, Accuracy, Rate ✓ Identify Cause and Effect ✓ Make Inferences ✓ Science and Academic Vocabulary ✓ Grammar: Compound Sentences 	<p>GUIDED READING LEVELS A - K Weeks 1-4</p>  <ul style="list-style-type: none"> A What Can I Do Today? B Rex Loves the Rain C The Four Seasons D When Spring Comes E Weather and Seasons F What Color Is the Sky? F People in Fall G Spring, Summer, Fall, Winter G Sun Power H Weather Today H It's Cold Where I Live I Tools Measure Weather I Wind Power J The Wind Blew J The Little Ant K Wind, Water, and Sunlight <p> Leveled Book Finder</p>
<p>Power Writing Write a Question to a Character Write an Information Question Write About a Character Write About Characters Write About Characters</p>	<p>Speaking and Listening When Did That Happen?; Talk about a Windy Day</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Wind in Your Community; Day Words</p> <p>Cross-Curricular Count Leaves; Windy Biomes</p> <p>Reading and Intervention Comprehension Coach; Comparing Authors; Reteach Phonics; ESL Kit</p>	<ul style="list-style-type: none"> ✓ Substitute Medial Sounds and Blend Sounds ✓ Decode and Spell Words with <i>ie, igh</i> and Words with Syllables ✓ High Frequency Words ✓ Fluency: Expression, Accuracy, Rate ✓ Describe Characters' Actions ✓ Describe Characters' Experiences ✓ Use Compound Words ✓ Grammar: Ask Questions 	
<p>Power Writing Write a Personal Experience Writer's Craft: Use Rhyme Write About Seasons Writer's Craft: Use Action Words Write About It</p>	<p>Speaking and Listening What's in Kiko's Closet?; Sensing the Seasons</p> <p>Language and Vocabulary Vocabulary; My Vocabulary Notebook</p> <p>Writing Write About Weather; Explain a Calendar</p> <p>Cross-Curricular Create Your Own Calendar; Winter Is Coming!</p> <p>Reading and Intervention Comprehension Coach; Sensory Details; Reteach Phonics; ESL Kit</p>	<ul style="list-style-type: none"> ✓ Delete Second Sound from Blends and Substitute Medial Sounds ✓ Decode and Spell Words with <i>oo, ou, ew</i> and Words with <i>ui, ui, u_e, ew</i> ✓ High Frequency Words ✓ Fluency: Expression, Accuracy, Rate ✓ Classify Details ✓ Make Inferences ✓ Science and Academic Vocabulary ✓ Grammar: Expand Sentences 	
<p>Power Writing Write a Question Write an Interview Write About Hurricanes Write About Two Texts on the Same Topic Write About Wild Weather</p> <p>Writing Project Write a Nonfiction Paragraph</p>	<p>Speaking and Listening Describe the Weather; Tornado! Tornado!</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Tornado Drill; Write a Weather Forecast</p> <p>Cross-Curricular What Does It Look Like?; How Did That Happen?</p> <p>Reading and Intervention Comprehension Coach; Reading About Weather; Reteach Phonics; ESL Kit</p>	<ul style="list-style-type: none"> ✓ Delete Second Sound from Blends and Substitute Medial Sounds ✓ Decode and Spell Words with <i>au, aw, -alk</i> and Words with <i>oo, ea</i> ✓ High Frequency Words ✓ Fluency: Expression, Accuracy, Rate ✓ Compare Texts ✓ Use Compound Words ✓ Grammar: Ask Questions ✓ Write Informative Sentences ✓ Writing Trait: Ideas 	



Week 1 Planner


Online Lesson Planner
NGReach.com

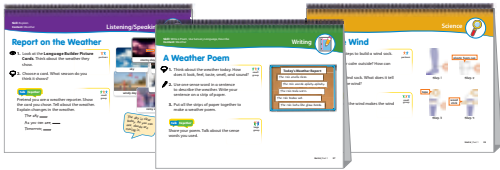


☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend
Decodable Text	Phonological Awareness 🕒 5 minutes	☑ Substitute Medial Sounds T71a CC.1.Rfou.2.a	☑ Substitute Medial Sounds T74e CC.1.Rfou.2.a
	Phonics and Spelling 🕒 20–30 minutes 	Phonics CC.1.Rfou.2.b; CC.1.Rfou.3 ☑ Words with <i>oa, ow, -old</i> T71a Spelling CC.1.L.2.d–e ☑ Words with <i>oa, ow, -old</i> T69k, T71c	Phonics CC.1.Rfou.2.b; CC.1.Rfou.3–4 ☑ Words with <i>oa, ow, -old</i> T74e ☑ Read with Fluency T74g Spelling CC.1.L.2.d–e ☑ Words with <i>oa, ow, -old</i> T69k, T74f
	High Frequency Words 🕒 5–10 minutes	☑ Learn High Frequency Words T69k, T71d CC.1.Rfou.3.g; CC.1.L.2.d	☑ Practice High Frequency Words T69k, T74f Handwriting T74f CC.1.Rfou.3.g; CC.1.L.2.d CC.1.L.1.a

		Listen and Comprehend	Listen and Analyze
WHOLE GROUP TIME		Listen and Comprehend	Listen and Analyze
Anthology & Big Book	Speaking and Listening 🕒 10 minutes	Introduce the Big Question; Preview Unit Projects T70–T71 Explain T72 CC.1.SL.1–2 CC.1.L.6	Use Clues to Infer T74i CC.1.Rinf.3
	Language and Vocabulary 🕒 15–25 minutes	Daily Grammar CC.1.L.1; CC.1.L.1.g; CC.1.L.1.j ☑ Use Compound Sentences T69m Science Vocabulary CC.1.L.4 ☑ Learn Key Words T72 blows feels storm weather wind	Daily Grammar CC.1.L.1; CC.1.L.1.g; CC.1.L.1.j ☑ Use Compound Sentences T69m Academic Vocabulary CC.1.L.4 ☑ Learn More Key Words T74i fast outside power soft strong
	Reading 🕒 20–40 minutes	Read CC.1.Rlit.10 ☑ Read-Aloud: Animal Fantasy T73a Comprehension CC.1.Rlit.10 ☑ Identify Cause and Effect T73a 	Reread ☑ Read-Aloud: Animal Fantasy T75a Comprehension ☑ Make Inferences T75a 
	Writing 🕒 15 minutes	Power Writing T72 Writing CC.1.W.5 Write About Storms T74d CC.1.W.2	Power Writing T74i CC.1.W.5 Writing CC.1.W.2 Writer's Craft T75b

		Read Book 1	Reread Book 1
LEVELED READING TIME		Read Book 1 CC.1.Rlit.7; CC.1.Rlit.10; CC.1.Rinf.3; CC.1.Rinf.10 Introduce LR2 Read LR4–LR11 ☑ Make Inferences ☑ Classify Details ☑ Cause and Effect	Reread Book 1 CC.1.Rlit.7; CC.1.Rlit.10; CC.1.Rinf.3; CC.1.Rinf.10; CC.1.SL.1 Read and Integrate Ideas LR2 ☑ Make Inferences ☑ Classify Details ☑ Cause and Effect
Fiction & Nonfiction	🕒 20 minutes 		

		Speaking and Listening	Language and Vocabulary	Writing	Cross-Curricular	Reading and Intervention	
LEARNING STATION TIME		🕒 20 minutes 	Speaking and Listening T69i CC.1.SL.4–5	Language and Vocabulary T69i CC.1.L.4	Writing T69i CC.1.W.2	Cross-Curricular T69j CC.1.SL.4–5	Reading and Intervention T69j; RT6.1 CC.1.Rfou.3–4; CC.1.W.6

BIG Question What's wild about weather?

Day 3	Day 4	Day 5
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Combine and Segment Syllables T75c CC.1.Rfou.2.d 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Combine and Segment Syllables T93a CC.1.Rfou.2.d 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T93h CC.1.Rfou.3
<p>Phonics CC.1.Rfou.2.b; CC.1.Rfou.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Compounds T75c <p>Spelling CC.1.L.2.d–e</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Compounds T69l, T75e 	<p>Phonics CC.1.Rfou.2.b; CC.1.Rfou.3–4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Compounds T93a <input checked="" type="checkbox"/> Read with Fluency T93c <p>Spelling CC.1.L.2.d–e</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Compounds T69l, T93a 	<p>Phonics CC.1.Rfou.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with <i>oa</i>, <i>ow</i>, <i>-old</i> and Compounds T93h <p>Spelling CC.1.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with <i>oa</i>, <i>ow</i>, <i>-ol</i> and Compounds T93h
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T69l, T75e CC.1.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T69l, T93b CC.1.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review High Frequency Words T69l, T93h CC.1.Rfou.3.g; CC.1.L.2.d
Read and Comprehend	Reread and Analyze	Review and Apply
<p>Preview and Predict T76 CC.1.SL.1; CC.1.L.6</p>	<p>Discuss the Effects of Wind T93e CC.1.SL.1; CC.1.L.6</p>	<p>Talk About <i>I Face the Wind</i> T94 CC.1.SL.1</p>
<p>Daily Grammar CC.1.L.1; CC.1.L.1.g; CC.1.L.1.j</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use Compound Sentences T69n <p>Vocabulary CC.1.L.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Expand Word Knowledge T76 	<p>Daily Grammar CC.1.L.1; CC.1.L.1.g; CC.1.L.1.j</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grammar and Writing T69n <p>Vocabulary CC.1.L.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Share Word Knowledge T93e 	<p>Daily Grammar CC.1.L.1; CC.1.L.1.g; CC.1.L.1.j</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T69n <p>Vocabulary CC.1.L.5.b</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T93g
<p>Read CC.1.Rinf.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Read Science Nonfiction T77–T93 <p>Comprehension CC.1.Rinf.10</p> <ul style="list-style-type: none"> Critical Thinking T77–T93 	<p>Reread CC.1.Rinf.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reread Science Nonfiction T93f <p>Comprehension CC.1.Rinf.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify Cause and Effect T77–T93 <input checked="" type="checkbox"/> Make Inferences T77–T92–93 	<p>Reread and Integrate Ideas T94</p> <p>Comprehension</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify Cause and Effect T94 <input checked="" type="checkbox"/> Make Inferences T95 
<p>Power Writing T76 CC.1.W.5</p> <p>Writing CC.1.W.2</p> <p>Write to Understand Wind T92–93</p>	<p>Power Writing T93e CC.1.W.5</p> <p>Writing CC.1.W.2</p> <p>Write About the Effects of Wind T93f</p>	<p>Power Writing T93g CC.1.W.5</p> <p>Writing CC.1.W.5</p> <p>Write About It T94</p>

Read Book 2 CC.1.Rlit.7; CC.1.Rlit.10; CC.1.Rinf.3; CC.1.Rinf.10

- Introduce LR2
- Read LR4–LR11
- Make Inferences
- Classify Details
- Cause and Effect

Reread Book 2 CC.1.Rlit.7; CC.1.Rlit.10; CC.1.Rinf.3; CC.1.Rinf.10; CC.1.SL.1

- Read and Integrate Ideas LR2
- Make Inferences
- Classify Details
- Cause and Effect

Reading CC.1.W.1–3; CC.1.SL.1.a

- Connect Across Texts LR3

Writing

- Choose a Writing Option LR4–LR11

ASSESSMENT & RETEACHING



Assessment & Reteaching T95a–T95b

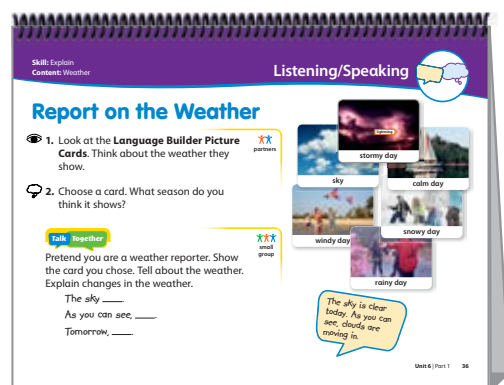
- Foundational Skills A6.5–A6.7 CC.1.Rfou.2.a–c; CC.1.Rfou.3; CC.1.Rfou.3.c
- Spelling Test T69k CC.1.Rfou.3.g; CC.1.L.2.d–e
- Oral Reading Assessment A6.1–A6.4 CC.1.Rfou.4

- Reading Comprehension Test A6.8–A6.9 CC.1.Rlit.3
- Reading Strategy Assessment LR17–LR18 CC.1.Rinf.10
- Vocabulary Test A6.10–A6.13 CC.1.L.4; CC.1.L.6
- Grammar and Writing Test A6.14–A6.15 CC.1.L.1
- Reteaching Masters RT6.1–RT6.4

Week 1 Learning Stations

Speaking and Listening

Option 1: Report on the Weather



Skills: Explain, Context: Weather

Listening/Speaking

Report on the Weather

- Look at the Language Builder Picture Cards. Think about the weather they show.
- Choose a card. What season do you think it shows?

Talk Together

Pretend you are a weather reporter. Show the card you chose. Tell about the weather. Explain changes in the weather.

The sky ____
As you can see, ____
Tomorrow, ____

The sky is clear today. As you can see, clouds are moving in.

Unit 6 | Part 1 | 36

PROGRAM RESOURCES

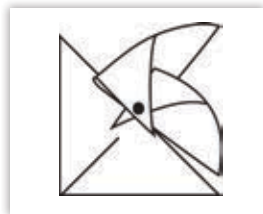
Language and Literacy Teamwork Activities: Card 36

Digital Library Image: Language Builder Picture Cards B66–B71

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

Describe Events CC.1.SL.4
Add Visuals to Clarify CC.1.SL.5

Option 2: Wind Power



PROGRAM RESOURCES & MATERIALS

Digital Library Image: Language Builder Picture Card B72

paper squares • scissors • pushpins

Discuss what wind turbines do. Have pairs construct pinwheels and describe their action.

- Fold a paper square into four triangles. Open flat. Cut on each fold to within one inch of center.
- Insert a pushpin through every other point and the center and then into a pencil eraser.
- Blow straight into the pinwheel. Describe what happens.

Describe Events CC.1.SL.4

Language and Vocabulary

Key Words

blows • cause • effect • fast • feels • inference
outside • power • soft • storm • strong
weather • wind

Option 1: Vocabulary Games



[NGReach.com](https://www.ncreach.com) Online Vocabulary Games

Determine Meaning of Words CC.1.L.4

Option 2: My Vocabulary Notebook



[NGReach.com](https://www.ncreach.com) My Vocabulary Notebook

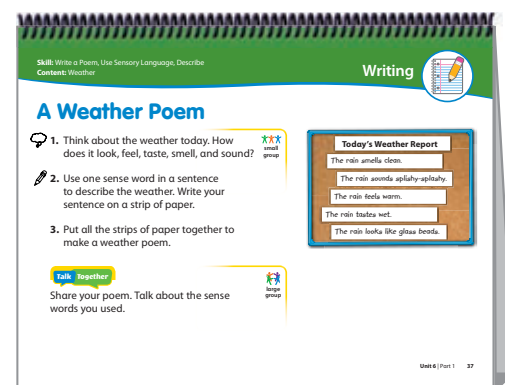
Have children expand word knowledge by:

- looking up words
- adding definitions, synonyms, and antonyms
- using the words in compound sentences.

Determine the Meaning of Words CC.1.L.4

Writing

Option 1: A Weather Poem



Skills: Write a Poem, Use Sensory Language, Describe, Context: Weather

Writing

A Weather Poem

- Think about the weather today. How does it look, feel, taste, smell, and sound?
- Use one sense word in a sentence to describe the weather. Write your sentence on a strip of paper.
- Put all the strips of paper together to make a weather poem.

Talk Together

Share your poem. Talk about the sense words you used.

Today's Weather Report

The rain smells clean.
The rain sounds splashy-splashy.
The rain feels warm.
The rain tastes wet.
The rain looks like glass beads.

Unit 6 | Part 1 | 37

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 37

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

paper strips

Write About Topics CC.1.W.2

Option 2: Now and Later

PROGRAM RESOURCES

Digital Library Image: Language Builder Picture Card B77

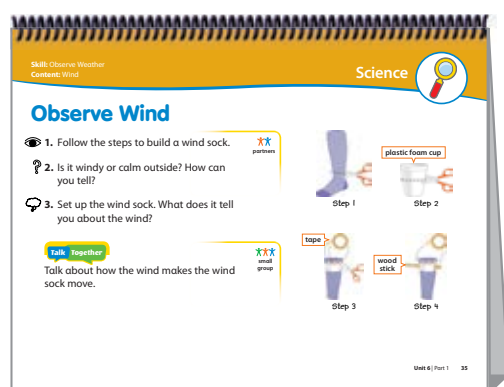
Display the photo. Have children write a sentence to describe what is happening in the picture. Then have children write another sentence to describe what will happen if the wind starts to blow.



Write About Topics CC.1.W.2

Cross-Curricular

Option 1: Observe Wind



Observe Wind

- Follow the steps to build a wind sock.
- Is it windy or calm outside? How can you tell?
- Set up the wind sock. What does it tell you about the wind?

Materials: plastic foam cup, wood stick, tape, string

Steps: Step 1: Cut a plastic foam cup. Step 2: Cut a wood stick. Step 3: Tape the cup to the stick. Step 4: String the sock.

Talk Together: Talk about how the wind makes the wind sock move.

PROGRAM RESOURCES & MATERIALS

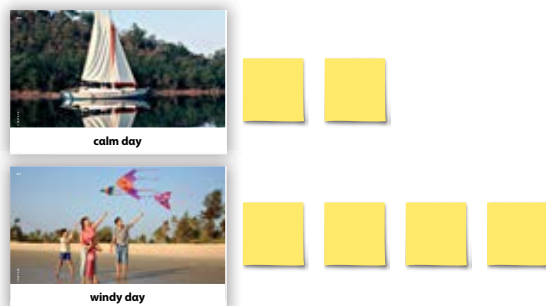
Cross-Curricular Teamwork Activities: Card 35

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

old knee socks • plastic cups • tape • thin wooden dowels • scissors

Describe Events	CC.1.SL.4
Add Visuals to Clarify	CC.1.SL.5

Option 2: Do You Like the Wind?



calm day (2 sticky notes)

windy day (4 sticky notes)

PROGRAM RESOURCES & MATERIALS

Digital Library Image: Language Builder Picture Cards B68 and B71

self-stick notes

Post the photos and have children identify each as a calm day or a windy day.

- Have children place a self-stick note next to which they prefer: calm or windy.
- Count the self-stick notes.

Describe Events	CC.1.SL.4
Add Visuals to Clarify	CC.1.SL.5

Reading

Option 1: Comprehension Coach



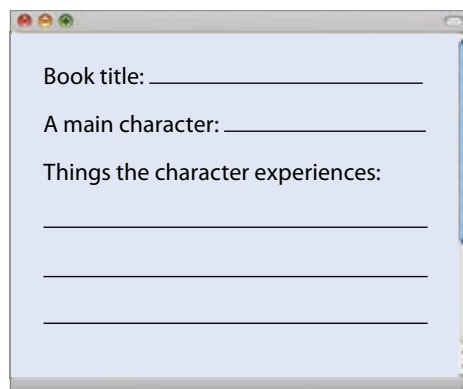
NGReach.com Comprehension Coach

Have children use the software according to their individual needs:

- Read silently and answer questions.
- Listen to fluent models.
- Record their reading and get a fluency report.

Read with Fluency	CC.1.Rfou.4
-------------------	-------------

Option 2: What an Experience!



Book title: _____

A main character: _____

Things the character experiences:

Have children use a word processor to list the title of a book they have read and the name of a main character. Then have children write at least three things the character experiences in the book.

See **Recommended Reading** on page LR12.

Read with Fluency	CC.1.Rfou.4
Use Technology in Writing	CC.1.W.6

Intervention

Option 1: Reteach Words with *oa, ow, -old*

PROGRAM RESOURCES

Phonics Picture Cards 15, 40, 139

Use **Reteaching Routine 1**.

- Display the word.**
- Say the word:** *boat*. Have children repeat.
- Read the word.** Point to *oa* and ask: *What are these letters? What is the sound?*
- Scaffold spelling.** Say: *boat*. Have children repeat the word and write its spelling.



For **Reteaching Routine 1**, see BP36.

Decode Words with <i>oa, ow, -old</i>	CC.1.Rfou.3
Read with Fluency	CC.1.Rfou.4

Option 2: Phonics Games



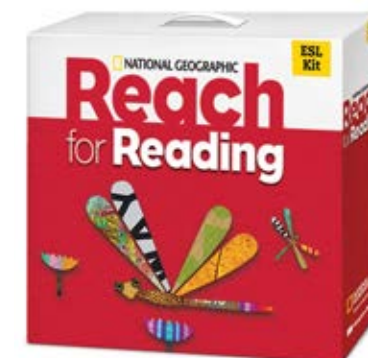
NGReach.com Online Phonics Games

Decode Words with <i>oa, ow, -old</i>	CC.1.Rfou.3
Read with Fluency	CC.1.Rfou.4

For **Reteaching Masters**, see pages RT6.1–RT6.4.

Additional Resources

ESL Kit



ESL Teacher's Edition pages T70–T95

Week 1 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Spell Words with *oa, ow, -old*
- ✓ Spell Compound Words
- ✓ Spell High Frequency Words

SUGGESTED PACING

DAY 1	Spelling Pretest
DAY 2–4	Daily Practice Options
DAY 5	Spelling Test

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with *oa, ow, -old*; compound words

1. coat	It's chilly, so put on your coat .
2. low	Duck your head low against the wind.
3. fold	I will fold a scarf around my neck.
4. sunglasses	You may need sunglasses even when it's cold.

High Frequency Words

5. air	Today the air is very cold.
6. boy	That boy is wearing his gloves.
7. different	Winter is very different from summer.
8. hurry	We will have to hurry to finish our fall chores.
9. soon	Winter may be coming soon .
10. turn	The weather will turn much chillier.

More Words

Use these words and sentences for additional Pretest and Test items.

1. road	There may be ice on the road .
2. slow	Go slow , because ice can be dangerous.
3. throw	Throw some salt on the icy sidewalk.
4. told	The TV weatherman told us the rain will freeze.
5. snowman	I would like to build a snowman .
6. raindrop	Get an umbrella—I just felt a raindrop !

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM6.5

MATERIALS

scissors

Prepare

Have pairs cut out the Word Cards and sort them into piles based on the long *o* sound (*oa, ow, -old*) they contain.

Play a Game

- One child mixes some of the words up while the other child isn't looking.
- The partner then tries to find all the misplaced words and re-sort them as quickly as possible.

Extend the activity by having children write one more word that contains the same long *o* spelling they have sorted, adding them to the correct sorted piles.

Decode Words with *oa, ow, -old*
 Spell Words with *oa, ow, -old*
 Spell New Words Phonetically

CC.1.Rfou.3
 CC.1.L.2.d
 CC.1.L.2.e

Spelling & Word Work			
Word Cards: <i>oa, ow, -old</i>			
coat	road	throw	cold
boat	crow	throat	bowl
old	soap	toad	told
goat	low	bold	row
moat	oak	toast	scold
foam	tow	slow	hold
sold	throw	fold	gold

NGReach.com Practice Master PM6.5

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards:
 Practice Master PM6.6

MATERIALS

scissors

Prepare

Have each group cut out one set of **High Frequency Word Cards**. Note that words in the first column are review.

Play a Game

- Groups turn the cards facedown and shuffle them. On signal, groups turn the cards over and alphabetize them.
- Check the words and assign a point for each correctly alphabetized word.
- Have groups shuffle the cards for another round.

After several rounds, the group with the most points wins.

Spell High Frequency Words

CC.1.L.2.d

Spelling & Word Work	
High Frequency Word Cards	
eyes	air
far	boy
small	different
three	hurry
through	soon
under	turn

NGReach.com Practice Master PM6.6



Illustrate a Word

Day 3



Option 1

MATERIALS

colored markers, pens, or crayons

Use Visuals

Have each child choose two Spelling Words and write the words at the bottom of a sheet of paper.

- Have partners exchange papers. Ask children to draw an illustration that includes their partner's two words.
- Have partners exchange papers again. Each child now writes a sentence that describes the illustration and uses the words.
- Continue until each child has made three drawings.

Extend the activity by having children write and make a drawing for three words on the same paper.

Spell Words with <i>oa</i> , <i>ow</i> , <i>-old</i>	CC.1.L.2.d
Spell Compound Words	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e

Build Words Online

Day 3

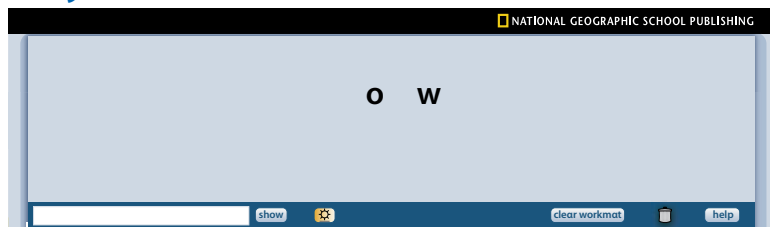


Option 2

Prepare

Have children access **Word Builder** and **NGReach.com**.

Play a Game



NGReach.com Word Builder

- Have one child choose one of the words and drag the last letter.
- One of the other children tries to guess the word. After each guess, the first player drags another letter until the word is identified.
- When the second player finally guesses the word, the third player must use it in a sentence.
- Have children rotate roles until all the words have been identified.

Spell Words with <i>oa</i> , <i>ow</i> , <i>-old</i>	CC.1.L.2.d
Spell Compound Words	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e

Word Scramble

Day 4



Option 1

Prepare

Display the Spelling Words. Scramble the letters of one word. For example, write *wkon* and have a volunteer write the word correctly.

Play a Game

- Have children choose five words to scramble. Then have them exchange puzzles with a partner and unscramble the five words by writing them correctly.



Extend the activity by having children say sentences using their unscrambled words.

Spell Words with <i>oa</i> , <i>ow</i> , <i>-old</i>	CC.1.L.2.d
Spell Compound Words	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Sentences about Weather

Day 4



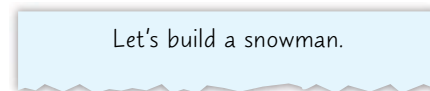
Option 2

Prepare

Write the word *weather* on the board. Display the Spelling Words.

Play a Game

- Have a volunteer choose one of the words and use it in a sentence about weather. Write the sentence.
- Continue until all the words have been used.



Spell Words with <i>oa</i> , <i>ow</i> , <i>-old</i>	CC.1.L.2.d
Spell Compound Words	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Week 1 Daily Grammar

OBJECTIVE

Thematic Connection: Up in the Air

✔ Use Compound Sentences

COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Conjunctions

Use Compound Declarative Sentences

CC.1.L.1

CC.1.L.1.g

CC.1.L.1.j

Day 1

PROGRAM RESOURCES

Compound Sentences with *and*:
eVisual 6.1

MATERIALS

pictures from magazines

Teach the Rules

Use page T74d to introduce compound sentences with *and*. Remind children that a simple sentence has one subject and one predicate. Then teach the rules. Point out the comma before *and*.

Compound Sentences with *and*

- You can combine two sentences into a compound sentence.
The rain is heavy.
+ The thunder is loud.

- Use **and** to put together two ideas that are **alike**.
The rain is heavy, **and** the thunder is loud.

NGReach.com Compound Sentences with *and*: eVisual 6.1

Play a Game

Display the coordinating conjunction *and*. Hold up a picture from a magazine with several people and identifiable actions and say, for example: *It is windy. The clouds are low.* Point to the conjunction and combine the two sentences: *It is windy, and the clouds are low.*

Hold up an assortment of pictures. Point to *and*, say two sentences based on the picture, and have children combine your sentences using the conjunction.

Continue play until all children have answered at least once.

Differentiate

SN Special Needs

ISSUE Children may have difficulty visually identifying the two independent clauses that make up the compound sentence.

STRATEGY Have children copy compound sentences with *and* such as *My brother will get wet, and I will get cold.* Have them circle *and* and then underline each simple sentence that makes up the compound sentence.

Day 2

PROGRAM RESOURCES

Compound Sentences with *but*:
eVisual 6.2

MATERIALS

pictures from magazines

Teach the Rules

Use page T75b to introduce compound sentences with *but* and then teach the rules. Point out the comma before *but*.

Compound Sentences with *but*

- You can combine two sentences into a compound sentence.
The rain is heavy.
+ The thunder is not loud.

- Use **but** to put together two ideas that are **different**.
The rain is heavy, **but** the thunder is not loud.

NGReach.com Compound Sentences with *but*: eVisual 6.2

Play a Game

Display the coordinating conjunctions *and* and *but*. Hold up a picture from a magazine and say, for example: *It is windy. The wind is warm.* Point to the conjunction and combine your two sentences: *It is windy, but the wind is warm.*

Hold up an assortment of pictures. Point to *and* or *but*, say two sentences based on the picture, and have children combine your sentences using the conjunction you select.

Continue play until all children have answered at least once.

Differentiate

BL Below Level

ISSUE Children may confuse *but* and *and*.

STRATEGY Explain that *but* is usually used when two parts of a compound sentence describe things that are different or opposite. Share this example: *January is cold, but August is hot.* Have children work with these sentence frames:

The _____ is _____, but the _____ is _____.

I am _____, but _____ is _____.

_____ is _____, but _____ is _____.



Day 3

PROGRAM RESOURCES

Compound Sentences with or: eVisual 6.4

Use Compound Sentences: Practice Master PM6.9

Teach the Rules

Use page T92–93 to introduce compound sentences with or. Then teach the rules. Point out the comma before or.

Compound Sentences with or

- You can combine two sentences into a compound sentence. We should go inside. + We will get wet.
- Use **or** to show a **choice** between two ideas. We should go inside, **or** we will get wet.

NGReach.com Compound Sentences with or: eVisual 6.4

Play a Game

Distribute Practice Master PM6.9 and have children follow the directions to play the game.

Continue play until each player says six sentences.

Name _____ Date _____

Grammar: Compound Sentences

Use Compound Sentences

Play with a partner. The first player circles one word in Box 1 and one word in Box 3. The second player says a compound sentence with the words and uses *and*, *but*, or *or* from Box 2. Play until each player says six sentences.

Box 1	Box 2	Box 3
boy	and	mother
rain	but	wind
cold	or	slow
small	and	tall
light	but	cat
trees	or	houses
duck		fly
girl		father
snow		hot
fast		big
short		dark
dog		bird
ponds		school
bug		eat

For use with TE p. 100 PM6.9 Unit 6 | Up in the Air

NGReach.com Practice Master PM6.9

Differentiate

AL Above Level

ISSUE Children understand the concept, and they are ready for more sentences.

STRATEGY Have pairs of children work together to write compound sentences about different kinds of weather, using one of the three coordinating conjunctions in each sentence.

Day 4

PROGRAM RESOURCES

Write and, but, or or: Practice Master PM6.11

Grammar and Writing

Use page T93f to model how compound sentences can help writers avoid short, choppy sentences.

Distribute Practice Master PM6.11. Read the story. Have children write words from the box that correctly complete each sentence. Point out that some words will be used more than once.

Name _____ Date _____

Grammar & Writing

Write and, but, or or

Read the story. Write a word from the box in each sentence to complete the story.

and but or

There's a storm coming, and I think it might be a big one. We have had some little storms, but nothing as big as this one. We will have to close our windows, or the rain will get in the house. When I was little I was afraid of storms, but I am not afraid now. The thunder is very loud, and the big boom scares our dog.

For use with TE p. 100 PM6.11 Unit 6 | Up in the Air

NGReach.com Practice Master PM6.11

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A6.14–A6.15

Review and Assess

Display the sentences below. Have partners work together to complete each compound sentence.

- The sky is dark, but _____.
- We need to wear our raincoats, or _____.
- The rain is starting, and _____.
- Dad brings in the laundry, and _____.
- Some clothes got wet, but _____.

Administer the Writing, Revising, and Editing Test.

Day 1 Introduce Unit 6

OBJECTIVES

Thematic Connection: Up in the Air

Preview Content

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 6

TECHNOLOGY ONLY

Unit 6 Build Background Video

MATERIALS

sheets of paper • pencils or markers • tape



MORNING WARM-UP

What do you know about weather?

Have children turn and talk. Ask volunteers to share their partner's responses.

Science Background

1 Big Question Anthology page 70

Read aloud the **Big Question: What's wild about weather?** Explain: *This unit is about wild **weather**. Wild **weather** means crazy, fantastic, or extreme **weather**.* Distribute **Family Newsletter 6**.

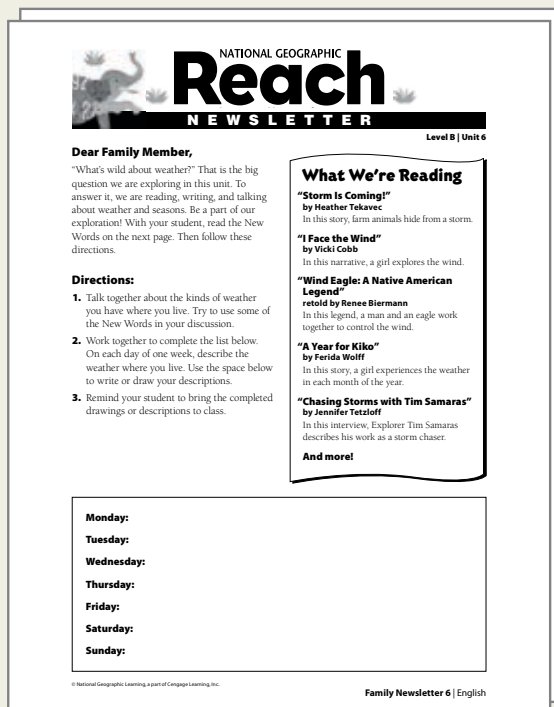
2 Share What You Know Anthology page 71

Activate prior knowledge: *What kinds of **weather** do you like best?* Have children name different types of weather and tell what they like or dislike about each type.

Have children tell their favorite weather. Review directions on page 71. Distribute materials. Have children complete step 1, then partners complete steps 2 and 3.

3 Build Background Video

Set a purpose: *Watch for different types of **weather**. Watch how **weather** can become extreme.* Play the video without sound. Then discuss the video: *What kinds of **weather** did you learn about?* (Possible responses: **storms**, **wind**, rain, snow) *What pictures helped you visualize extreme **weather**?* (Possible responses: strong **wind** blowing against the palm trees; flooded streets)



NATIONAL GEOGRAPHIC
Reach
NEWSLETTER
Level B | Unit 6

Dear Family Member,
"What's wild about weather?" That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about weather and seasons. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about the kinds of weather you have where you live. Try to use some of the New Words in your discussion.
2. Work together to complete the list below. On each day of one week, describe the weather where you live. Use the space below to write or draw your descriptions.
3. Remind your student to bring the completed drawings or descriptions to class.

What We're Reading

"Storm Is Coming!"
by Heather Tekavec
In this story, farm animals hide from a storm.

"I Face the Wind"
by Vicki Cobb
In this narrative, a girl explores the wind.

"Wind Eagle: A Native American Legend"
retold by Renee Biermann
In this legend, a man and an eagle work together to control the wind.

"A Year for Kiko"
by Ferida Wolff
In this story, a girl experiences the weather in each month of the year.

"Chasing Storms with Tim Samaras"
by Jennifer Tetzloff
In this interview, Explorer Tim Samaras describes his work as a storm chaser.

And more!

Monday:
Tuesday:
Wednesday:
Thursday:
Friday:
Saturday:
Sunday:

© National Geographic Learning, a part of Cengage Learning, Inc. Family Newsletter 6 | English

Family Newsletter 6
in seven languages

COMMON CORE STANDARDS

Speaking and Listening

Participate in Conversations CC.1.SL.1
Ask and Answer Questions about Information Presented Through Media CC.1.SL.2

Mini Lesson

Analyze Audio

Explain: *Now I will play the video again, but this time you will hear the audio.*

Replay the video and pause at 53 seconds to think aloud: *The audio gives me interesting facts. I can also hear the sounds of gentle rainfall. I can tell that this is not the sound of a **storm**.*

Play short segments of the video, pausing and asking partners to explain how the audio helps them understand the content.



Build Background Video

Up in the Air

BIG Question What's wild about weather?

Share What You Know

- 1 Name your favorite kind of weather.
- 2 Tell why you like that weather.
- 3 Draw something you do in that weather.



Build Background: Watch a video about weather.
[NGReach.com](https://www.ngreach.com)

STUDENT TECHNOLOGY



Student eEdition



Video



Word Builder



Phonics Games

[NGReach.com](https://www.ngreach.com)

70

Anthology
pages 70–71

Unit Projects

4 Introduce the Unit Concept Map

Review the **Big Question: What's wild about weather?** Have children look through the unit pages and prompt them to predict: *What do you think you will learn?* Have pairs point to and talk about pages they think are most interesting.

Post a class concept map. Explain:
As we go through this unit, we will be using a class concept map to organize our answers to the Big Question.

Model: *In the video, I learned that there are many different kinds of **weather**.* Record this idea on the class concept map. Ask: *What other ideas can we add from the video?*

(Possible responses: **Storms** cause damage. Scientists use tools to track extreme **weather**.) Record children's ideas on the map.



Concept Map

5 Preview Unit Projects

Point out the activities on pages 136–137. Explain: *At the end of the unit, you will choose one of these projects on the Big Question and share your work.* Read aloud the project options. Ask children to think about which option they will choose.

Weekly Folder

- ✓ Word Windows (T76, T93e)
- ✓ Writing (T74d, T75b, T92–93, T93f, T94)
- ✓ Cause-and-Effect Chart: **Practice Master PM6.2**
- ✓ Cause-and-Effect Chart: **Practice Master PM6.13**



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Substitute Medial Sounds
- ✓ Read and Spell Words with *oa, ow, -old*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 56

Sound/Spelling Cards 5, 8, 10, 13, 14, 18, 32

Read On Your Own Book 21

oa, ow, -old: Practice Master PM6.1

Write-On/Wipe-Off Boards

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 3,

Tracks 17–18

Word Builder

Phonics Games

MATERIALS

small chips or coins for counting sounds, 3 per child

Phonological Awareness

1 Substitute Medial Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *some*.
- **Segment sounds:** /s/ /ü/ /m/. Have children use sound boxes and say sounds.
- **Substitute a sound:** *Let's change the /ü/ to /ā/:* /s/ /ā/ /m/.
- **Say the new word:** *What is the new word? (same) Say the word with me: same.*

For **Phonological Awareness Routine 6**, see page BP30.

Repeat with the following words: *fun/phone, soon/sign, sock/soak, and field/fold*.

Check & Reteach

OBJECTIVE: Substitute Medial Sounds ✓

Ask: *What word do I get if I change /ä/ in cap to /ā/? (cape)*

If children do not say *cape*, use **Phonological Awareness Routine 1** to practice identifying sounds. Say *cap* and have children repeat each sound with you as you tap the desk. Say *cape*. Have children say the sounds, identify the new sound, and say the word again.

For **Phonological Awareness Routine 1**, see page BP28.

Phonics

2 Learn Words with *oa, ow, -old* ✓

Sing with Me Phonics Song Book page 56

Play Tracks 17 and 18 and follow the directions.

Practice the gestures until children can perform smoothly.

- 1 2 Hold up one finger; cross arms and shiver.
- 3 Wiggle fingers and lower hands.
- 4 5 Cup and pat hands together to make snowballs; throw them.



Sing with Me Phonics
Songs Book page 56

COMMON CORE STANDARDS




Reading

Distinguish Long from Short Vowel Sounds	CC.1.Rfou.2.a
Blend Sounds to Orally Produce Words	CC.1.Rfou.2.b
Decode Words with <i>oa, ow, -old</i>	CC.1.Rfou.3
Read Irregularly Spelled Words	CC.1.Rfou.3.g
Read with Fluency	CC.1.Rfou.4

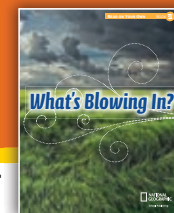
Language and Vocabulary

Spell Words with <i>oa, ow, -old</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e

Use **Decoding Routine 1** below to connect sound and spellings /ō/ oa, ow, o(ld) and to blend words.

Step 1 Develop Phonological Awareness	/ō/ oa, ow	-old
<p>1. Tell children: <i>These words have /ō/ at the beginning.</i> <i>These words have /ō/ in the middle.</i> <i>These words have /ō/ at the end.</i></p>	<p>oh, oat, own boat, road, soak snow, blow, throw</p>	<p>old cold, hold</p>
<p>2. Tell children: <i>I will say a word. Listen for /ō/. If you hear /ō/, touch your toes. If you don't hear it, don't do anything.</i></p>	<p>goat, got, slow, oak, pond, soap, know, pop</p>	<p>cold, sold, nod, told, hope, fall</p>
Step 2 Introduce the Sound/Spelling		
<p>1. Display the picture-only side of Sound/Spelling Card 32. Say <i>ocean</i>. Have children repeat.</p> <p>2. Say /ō/. Have children repeat.</p> <p>3. Turn the card over. Point to all the spellings and name them. Have children repeat. Cover the spelling for o_e.</p>	 <p>Card 32 ocean, /ō/, oa, ow</p>	
<p>4. Give examples of long o words with the oa and ow spellings. Point out that at the end of a word, /ō/ is often spelled ow.</p> <ul style="list-style-type: none"> For words with -old, explain that when o is followed by the letters ld, the o has the long o sound. 	<p>loaf, coat, toad; low, snow, grow, blow, tow</p>	<p>old, fold, sold, hold, bold, gold</p>
Step 3 Blend Sound-by-Sound		
<p>1. Write s. Point to s and say /s/. Have children repeat.</p> <p>2. Add oa. Point to the oa spelling on Sound/Spelling Card 32. Blend /s/ /ō/, sweeping your hand beneath the spellings. Blend with children.</p> <p>3. Add p. Say /p/. Model blending the whole word. Blend with children.</p> <ul style="list-style-type: none"> For cold, blend /k/ /ō/ /l/ /d/. Point out that many words end in -old. 	<p>s</p> <p>soa → </p> <p>soap →</p>	<p>c</p> <p>cold → </p> <p>cold →</p>
<p>4. Write and blend other words.</p>	<p>mow, glow, road, goal</p>	<p>mold, sold, told</p>

For **Decoding Routine 1**, see page BP32.



Read On Your Own Book 21

Name _____ Date _____

Phonics
oa, ow, -old

boat bow gold

Circle the word that names the picture.

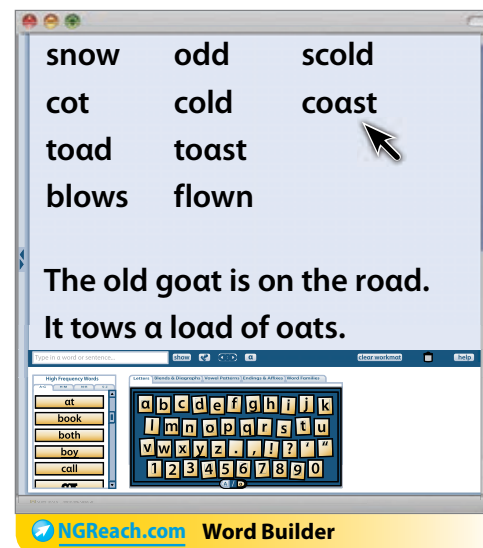
1. goat gate got	2. box bowl bell
3. cat coat cake	4. cold cave cot
5. rod rain road	6. sail soap sock
7. toad tow told	8. row rope road

Read It Together Does a coat or a bow help if it is cold?

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T71c **PM6.1** Unit 6 | Up in the Air

3 Read Words with oa, ow, -old Read On Your Own Book 21 page 2

Display the words and sentences using the **Word Builder**. Have children blend the words. Then point out High Frequency Words *the*, *a*, and *of* and ask children to read the sentences.

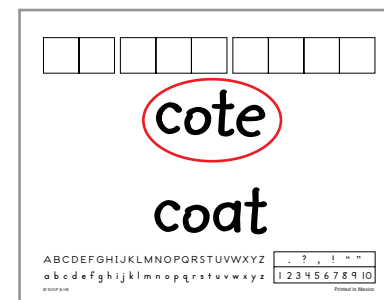


Have children turn to **Read On Your Own Book 21** page 2. Review the sound/spellings /ō/ *oa*, *ow*, *o(ld)* and complete the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM6.1** for more practice. Children can also play **Phonics Games** at NGReach.com to reinforce phonics skills.

4 Spell Words with oa, ow, -old

Use **Dictation Routine 1** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *coat*.
- **Segment the sounds:** /k/ /ō/ /t/. *What is the middle sound you hear in coat?* (/ō/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (14 /k/, 32 /ō/, 5 /t/)
- **Repeat the word:** *coat*. Have children write the spelling of the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *bow*, *gold*, and *toad* using cards 5 /t/, 8 /l/, 10 /g/, 13 /d/, 18 /b/, and 32 /ō/.



Write-On/Wipe-Off Board

For **Dictation Routine 1**, see page BP35.

Then apply the spelling rule to a complete sentence: *I use my coat in the cold snow.* Have children say and write the sentence. Write the correct sentence and have children check and correct.

Check & Reteach

OBJECTIVE: Read and Spell Words with *oa*, *ow*, *-old*

Check the dictation sentence for correct spelling. Prompt self-correction.

If errors persist, use **Decoding Routine 2** to reteach. Repeat with this sentence: *The bold wind will blow our boat home.*

For **Decoding Routine 2**, see page BP33.

Daily Language Arts
Daily Spelling and Word Work
Practice options on page T69k



Words with oa, ow, -old

Look at each picture. Read the words.

Example:



snow



blow



boat



goat



cold



old coat



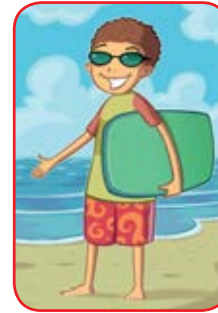
2

Key Words

Answer the questions about the pictures.

High Frequency Words

air
boy
different
hurry
soon
turn



Two Boys

1. How is each **boy** dressed in a **different** way?
2. Which boy is dressed for cold **air**?
3. Which boy might **hurry** to the beach **soon**?
4. Which boy might see rain **turn** into snow?

What does each boy have?



Phonics Games
NGReach.com

3

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com

Read On Your Own Book 21
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 21 page 3

Read aloud page 3 to teach each highlighted word and review known sounds/spellings. Use **High Frequency Words Routine 1**.

- **Say the High Frequency Word:** *air*.
- **Say a sentence with the word:** *The big balloon is filled with hot air.*
- **Say the word again and have children repeat it and then write it.**

For **High Frequency Words Routine 1**, see page BP37.

See **Differentiate**

Have children track print and echo as you reread items 1–4. Reread again, pausing for children to say the High Frequency Words. Then have partners work together to match each sentence to one of the pictures.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Give each child a **High Frequency Word Card**. Call out a word and have children look at their cards to see if they are holding the word called out. If so, they stand, say the word, and spell it. Repeat until all children have had a chance to spell a word. Challenge children to spell their word without looking at the card.

If children misspell words, use **High Frequency Words Routine 2** to reteach.

For **High Frequency Words Routine 2**, see page BP37.

Differentiate

EL English Learners

ISSUE English learners may not know the meanings of words.

STRATEGY Use the gestures in parentheses and examples in blue to convey word meaning.

air *The air is all around us. We all breathe air.* (Take a deep breath.)

boy. (Have a boy stand.) *This boy breathes air.*

different (Have a different boy stand.) *This is a different boy. That means he is not the same boy. He breathes the same air, though!*

hurry *When we walk fast, we hurry.* (Have children walk fast.) *We breathe air when we hurry!*

soon *If we hurry too much, soon we'll get tired. That means it won't take a long time to get tired.*

turn *Our fast walk will turn, or change, into a slow walk.* (Have children walk slowly.) *But we're still breathing air!*



Anthology

OBJECTIVES

Thematic Connection: Up in the Air

- ✔ Use Science Vocabulary in Speaking
- ✔ Identify Cause and Effect

PROGRAM RESOURCES

PRINT ONLY

Big Book: *Storm Is Coming!*

PRINT & TECHNOLOGY

Family Newsletter 6

Sing with Me MP3

Cause-and-Effect Chart: Practice Master PM6.2

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

MATERIALS

timer • index cards • markers

Academic Talk

1 Explain Anthology page 72

Say: *This song is about **wind**.* Review the previously taught High Frequency Words *can*, *how*, and *made*. Play the song. Have children follow in their books on page 72 as they sing.

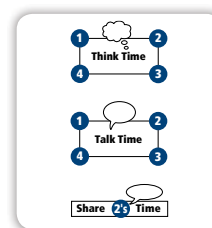
Remind children that *can*, *how*, and *made* are words that can help them explain what things are and how things happen. Explain that in this song:

- *Made and how explain that **wind** is made of air.*
- *Can tells about different things **wind** can do.*

Form groups and use **Numbered Heads Together** to have children discuss things caused by windy weather. Have children explain why these things happen, noting cause-and-effect relationships.

For example, children might say that sometimes there are hurricanes and tornadoes when there is a bad storm. Then they might explain that strong wind swirls around to cause hurricanes and tornadoes. After the discussion, have a child from each group report an example to the class.

For **Numbered Heads Together**, see page BP61.



Numbered Heads Together

Science Vocabulary

2 Key Words ✔ Anthology page 73

Use **Vocabulary Routine 1** and the images on page 73 to teach the words.

- **Pronounce the word and point to its picture:** **storm**.
- **Rate the word.** Have children give a thumbs up if they know the word or give a thumbs down if they do not. Ask: *What do you know about this word?*
- **Define the word:** A **storm** is wild **weather**.
- **Elaborate:** *It is not safe to go outside during a **storm**.*

For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.

Key Words

blows • feels • storm
weather • wind

Power Writing

Have children write as much as they can as well as they can in one minute about the word *storm*.

For **Writing Routine 1**, see page BP56.

COMMON CORE STANDARDS

Reading

Read Prose	CC.1.Rlit.10
Read with Accuracy and Fluency	CC.1.Rfou.4
Read Orally with Accuracy, Appropriate Rate, and Expression	CC.1.Rfou.4.b

Writing

Write About Topics CC.1.W.2

Language and Vocabulary

Use Conjunctions	CC.1.L.1.g
Use Compound Declarative Sentences	CC.1.L.1.j
Determine the Meaning of New Words	CC.1.L.4
Use Words and Phrases	CC.1.L.6



- can
- how
- made

Explain

Listen and sing.

Wind

The wind is **made** of air.
The wind is made of air.
Let me explain it one more time
How wind is made of air.

Wind **can** blow trees down.
And blow your hat around.
Let me explain it one more time
How wind can blow trees down.

Tune: "The Farmer in the Dell"



Key Words

What happens when the **wind blows**?



storm

Weather changes.



It can make electricity.



Things move.



It **feels** good.

Talk Together

Look at the windy weather. Explain what different kinds of wind can do. What is wild about wind?

STUDENT TECHNOLOGY



Student eEdition



Sing with Me



Digital Library



My Vocabulary Notebook

NGReach.com

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 73. Then have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

3 Talk Together Anthology page 73

Have partners use the song and the **Key Words** and pictures on page 73 to take turns explaining different things that wind can do. Provide an example: **Wind can change the weather.**



NGReach.com My Vocabulary Notebook

Anthology
page 72–73

Differentiate

EL English Learners

ISSUE Children do not understand the definitions.

STRATEGY Provide translations of the **Key Words** and have children use each one in a sentence. Access **Family Newsletter 6** for translations in seven languages. Use cognates for Spanish speakers:

wind/viento

BL Below Level

ISSUE Children cannot make the connection between the sentence "It can make electricity" and the picture of the turbines on page 73.

STRATEGY Explain that the picture shows a wind farm and that the white objects are called turbines. Compare the blades of a turbine to those of a windmill or pinwheel. Point out that as wind makes the turbine blades spin, the parts inside the turbine spin, and these turn the energy of the wind into electricity that can be used by people.

Check & Reteach

OBJECTIVE: Use Science Vocabulary in Speaking ✓

Circulate as partners do the **Talk Together** activity. Listen for correct usage of the science vocabulary words.

If children use words incorrectly, then ask: *What is this a picture of? What is the **wind** doing in the picture?* (Possible response: The **wind blows** the balloon in the air.)



Name _____ Date _____

Cause-and-Effect Chart

Find Cause and Effect

Explain what happens when it rains all day. Write the effects in the cause-and-effect chart.

Cause	Effect
Rain falls all day.	Possible response: We have to play inside.
	Possible response: We use umbrellas.
	Possible response: It is wet outside.

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PM6.2 Unit 6 | Up in the Air

[NGReach.com](https://www.ngreach.com) Practice Master PM6.2

Comprehension

4 Find Cause and Effect Anthology page 74

Teach children the words *cause* and *effect*. Explain: An **effect** is what happens, and a **cause** is why something happens.

Project the song “Wind” on **Student eEdition** page 72. Sing the second stanza. Explain: *The song tells us that trees can **blow** down. This is an **effect** because it tells what happens to the trees. What **causes** trees to **blow** down?* (strong **wind**)

Have children look at page 74. Explain that a chart like this one is a helpful way to record causes and effects. Point out how a cause can have more than one effect.

Have partners think of another effect of strong **wind**. (Possible response: hair blows)

Check & Reteach

OBJECTIVE: Identify Cause and Effect

Ask children to define *cause* and *effect*.

If a child needs further clarification on cause and effect, provide these sentence frames.

Trees blow down because _____.

A strong wind blows, and then _____.

5 Talk Together Anthology page 74

Distribute **Practice Master PM6.2** for children to complete. Have pairs talk about the effects of rain and complete the chart.

See **Differentiate**

Differentiate

AL Above Level

ISSUE Children are able to discriminate between cause and effect.

STRATEGY Provide children with the following sentence: The electricity went out during the storm. Have children work in pairs to determine two or more causes of this effect.

Big Book Read-Aloud

6 Share a Story

Display the cover and read aloud the title and the name of the author. (Heather Tekavec) Have children predict: *What do you think this story is about?* (Possible response: what happens to animals in a **storm**) *Why do you think that?* (Possible response: The picture shows animals, and the title says that a **storm** is coming.)

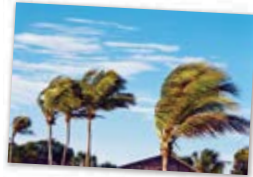
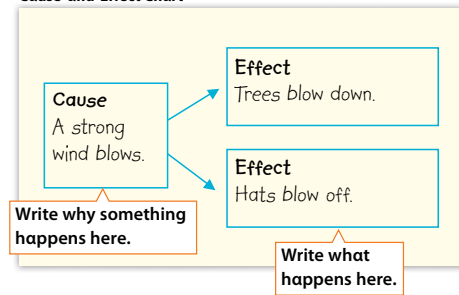
SCIENCE BACKGROUND Explain why storms are dangerous and how people can stay safe:

- **Storms** bring strong **wind**, rain, or floods. Lightning can strike during **storms**.
- People can stay indoors to be safe during a **storm**. Some people may be outside when a **storm** comes. If so, they should stay away from water and trees where lightning often strikes. They should go indoors immediately.



Find Cause and Effect

Cause-and-Effect Chart



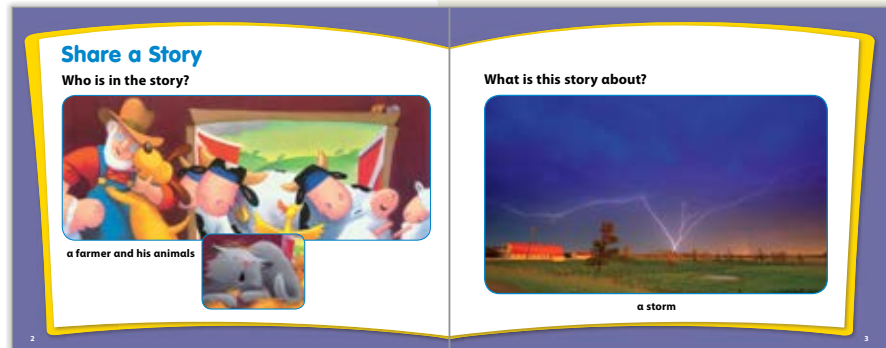
Talk Together

Talk to a partner about rain. Explain what happens when it rains. Make a cause-and-effect chart.



Display and read the Share a Story on **Big Book** pages 2–3. Set a purpose: *We will read to find out what happens to the farmer and his animals when the **storm** comes.*

GENRE Review the genre: *Animal fantasies are stories that have animal characters who can talk and act like people.* Read aloud pages 4–31 of *Storm Is Coming!* Use the questions on pages T74a–74c to build comprehension on the first read (Day 1) and second read (Day 2).



Comprehension Focus

FIRST READ

Day 1 Listen and Comprehend

- Active Reading
- Make and Confirm Predictions
- ✓ Find Cause and Effect
- Critical Thinking

SECOND READ

Day 2 Listen and Analyze

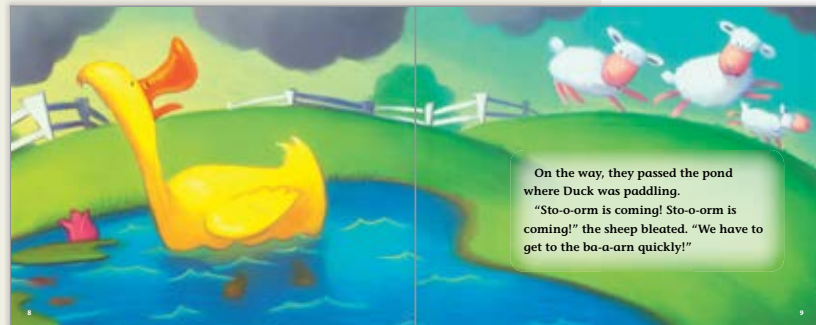
- ✓ Make Inferences
- Critical Thinking



Big Book pages 4–5



Big Book pages 6–7



Big Book pages 8–9



Big Book pages 10–11

Fluency ✓

Expression Explain the concept: *Fluent readers raise and lower their voices to show expression. A reader's voice may rise to emphasize dialogue, a question, or an exclamation.*

Use page 4 to model reading the farmer's words with expression. Ask children if they noticed the places where your voice rose and fell.

Chorally read the dialogue on page 9. Then have children reread the sheep's words with expression.

Build Comprehension

FIRST READ

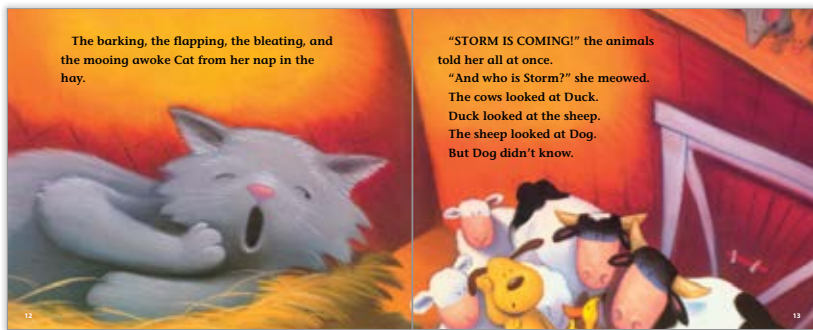
Day 1 Listen and Comprehend

- 1 Active Reading** Have children chime in as you read Dog's lines on pages 6 and 7. Listen to children's expressions.
- 2 Cause and Effect** ✓ *Why does the farmer shut the barn door?* (Possible response: to keep the animals safe from **Storm**)

SECOND READ

Day 2 Listen and Analyze

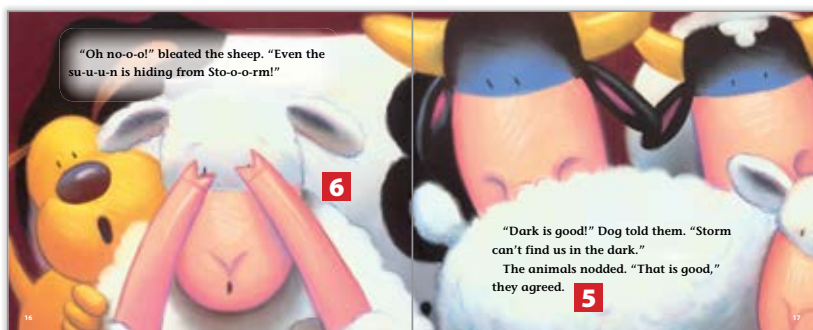
- 3 Identify Plot** *What events happen in the beginning of the story?* (The farmer says that **Storm** is coming and gets all the animals in the barn.)



Big Book pages 12–13



Big Book pages 14–15



Big Book pages 16–17



Big Book pages 18–19

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 4 Make Predictions** *Do you think the wind will blow Storm away?*
(Possible response: No, the wind is part of the storm.)

SECOND READ

Day 2 Listen and Analyze

- 5 Make Inferences** *Who or what do the animals think Storm is?*
(Possible response: They think it's another animal or a person that is coming to harm them.)

See **Differentiate**

- 6 Make Inferences** *Why does the sheep hide her eyes?* (Possible responses: She's scared and worried.)

Differentiate

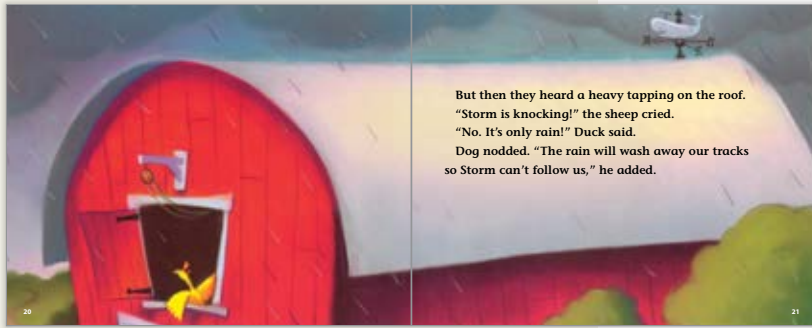
BL Below Level

ISSUE Children do not make reasonable inferences.

STRATEGY Say that the animals do not know what Storm is, but Dog thinks they can hide in the dark so Storm cannot see them. Ask: *What kinds of things can see: living things or nonliving things?* (living things)

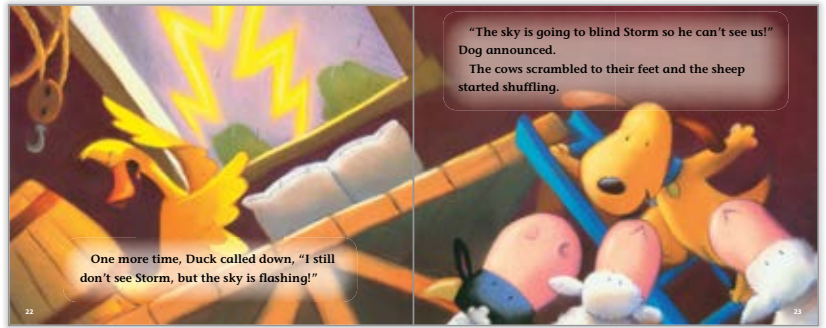
Ask children what they know about the kind of living things that might scare the animals. (Possible responses: a big animal, a person, or a monster)

Have children use what they already know to figure out what the animals think Storm is. (someone coming after them)



But then they heard a heavy tapping on the roof. "Storm is knocking!" the sheep cried. "No. It's only rain!" Duck said. Dog nodded. "The rain will wash away our tracks so Storm can't follow us," he added.

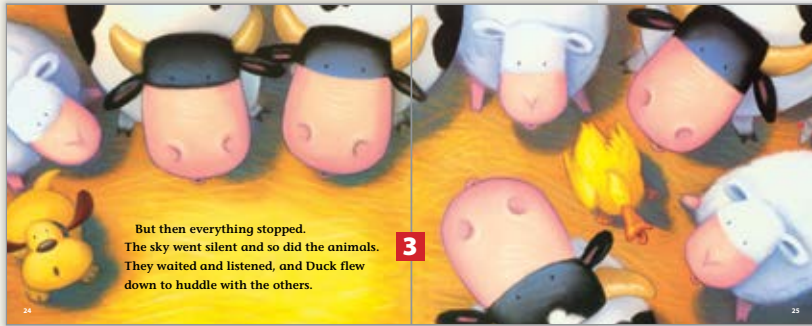
Big Book pages 20–21



One more time, Duck called down, "I still don't see Storm, but the sky is flashing!"

"The sky is going to blind Storm so he can't see us!" Dog announced. The cows scrambled to their feet and the sheep started shuffling.

Big Book pages 22–23



But then everything stopped. The sky went silent and so did the animals. They waited and listened, and Duck flew down to huddle with the others.

3

Big Book pages 24–25



Thump, thump, thump. Someone was coming toward the barn. Cre-e-e-eak. . . . Someone was coming in!

4

The animals backed into the corner. This was it. Storm had come to get them! The door swung wide open and the animals gasped. . . .

1

2

Big Book pages 26–27

Build Comprehension

FIRST READ

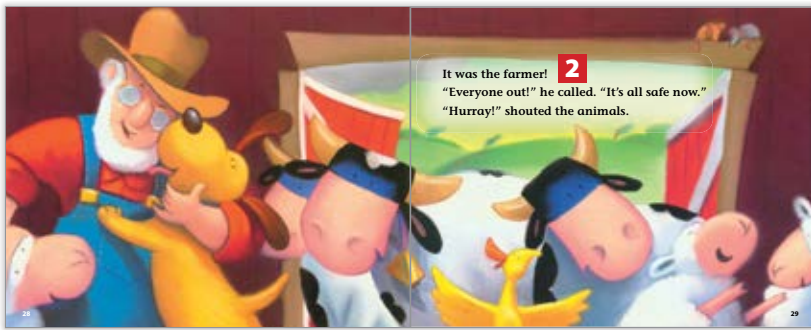
Day 1 Listen and Comprehend

- 1 **Confirm Predictions** *Were your predictions about the **wind** blowing **Storm** away correct?*
- 2 **Make and Confirm Predictions** *Who do you think is going into the barn? (the farmer) Read page 28 to confirm predictions.*

SECOND READ

Day 2 Listen and Analyze

- 3 **Clarify** *The sky went silent. What does that mean? (The **storm** is over.)*
- 4 **Make Inferences** *What do you think made the thump, thump, thump noise? (Possible responses: footsteps, someone coming) What made the cre-e-e-eak noise? (Possible responses: the barn door)*



It was the farmer! **2**
 "Everyone out!" he called. "It's all safe now."
 "Hurray!" shouted the animals.

Big Book pages 28–29



The barking, the flapping, the bleating,
 and the mooing awoke Cat again. She
 stretched and yawned and opened one eye.
 "Did I miss Storm?" she meowed.

"No," Dog reported. "Storm never came."
 Then he ran out into the sunshine with
 the others.
 And Cat went back to sleep.

Big Book pages 30–31

Writing

7 Write About Storms

Explain: *You will use the words you know to write about the effect of the **storm** in Storm Is Coming!. Talk with a partner about why the **storm** was scary, what the animals and farmer had to do, and how the **storm** looked and sounded.*

Display the **Key Words**.

Have pairs write and illustrate sentences about the effects of the storm. Have children present and display their work.

Key Words

blows · can · feels
 how · made · storm
 weather · wind

Daily Language Arts

Daily Grammar ✓

Point out compound sentences with the conjunction *and* throughout the **Big Book**. For example: "The cows lifted their heads *and* the sheep stopped shaking." (page 19) Then use the Daily Grammar lesson on page T69m to teach compound sentences with the conjunction *and*.

WRAP-UP

Have pairs share what they learned about weather. Have them use "Wind," the **Build Background Video** "Up in the Air," and *Storm is Coming!* to help them provide additional details.

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Substitute Medial Sounds
- ✓ Read and Spell Words with *oa*, *ow*, *-old*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY


- Sound/Spelling Card 32
- Words with *oa*, *ow*, *-old*: Practice Master PM6.3
- Handwriting: Practice Master PM6.4
- Read On Your Own Book 21

TECHNOLOGY ONLY

- Letter Cards

MATERIALS

small chips or coins for counting sounds, 4 per child



MORNING WARM-UP

What kinds of storms can you name?

Have children name or describe different kinds of storms, such as thunderstorms, blizzards, and tornados. Have them work in pairs to draw pictures of the different kinds of storms.

Phonological Awareness

1 Substitute Medial Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *rain*.
- **Segment the sounds:** /r/ /ā/ /n/. Use sound boxes and repeat each sound.
- **Substitute a sound:** *Let's change /ā/ to /ü/:* /r/ /ü/ /n/.
- **Say the new word:** *What is the new word? (run) Say the new word with me: run.*

For **Phonological Awareness Routine 6**, see page BP30.

Repeat with the following words: *taste/toast, cries/crows, bill/bowl, and freeze/froze*.

Check & Reteach

OBJECTIVE: Substitute Medial Sounds ✓

Ask: *What word do I get if I change the /i/ in bit to /i/? (bite)*

If children do not say *bite*, use **Phonological Awareness Routine 1** to practice identifying sounds. Say *bit* and have children repeat each sound as you clap. Then say *bite*. Have children say the sounds, identify the new sound, and repeat the word.

For **Phonological Awareness Routine 1**, see page BP28.

Phonics

2 Read Words with *oa*, *ow*, *-old* ✓

Display **Sound/Spelling Card 32**. Ask: *What do you see in the picture? (ocean) What sound do you hear at the beginning of ocean? (long o) How can we spell long o? (o, o_e, oa, ow)*

<u>oa</u>	<u>ow</u>	<u>-old</u>
boat	snow	cold
goat	grow	sold
float	show	scold

Word Bank

Use **Letter Cards** to display *boat*. Have partners build and blend the word and write it in the first column of a three-column chart with heads *oa*, *ow*, and *old*. Continue building and sorting words *snow*, *cold*, *grow*, *sold*, *goat*, *float*, *show*, and *scold*. Have partners take turns reading each group of words.

COMMON CORE STANDARDS

Reading

- Distinguish Long from Short Vowel Sounds CC.1.Rfou.2.a
- Blend Sounds to Orally Produce Words CC.1.Rfou.2.b
- Decode Words with *oa*, *ow*, *-old* CC.1.Rfou.3
- Read Irregularly Spelled Words CC.1.Rfou.3.g
- Read with Fluency CC.1.Rfou.4

Language and Vocabulary

- Spell Words with *oa*, *ow*, *-old* CC.1.L.2.d
- Spell High Frequency Words CC.1.L.2.d
- Spell New Words Phonetically CC.1.L.2.e

3 Spell Words with *oa, ow, -old* ✓

Use **Letter Cards** to build *sold* and *float* and blend the words. Then have pairs use **Letter Cards** to build *coal, soak, bowl, slow, told, and mold*. When all pairs have built their words, have the class chorally blend and read the words together. Repeat for the rest of the words in the Word Bank.

coat,	glow,
moat,	fold,
goal,	bold,
grow,	hold
row,	

Word Bank

Assign **Practice Master PM6.3** for more practice.

Check & Reteach


OBJECTIVE: Read and Spell Words with *oa, ow, -old* ✓

Dictate: *I sold toast and a bowl of oats*. Have children write the sentence and then switch papers with a partner to check their spellings of *sold, toast, bowl, and oats*.

If children misspell words, use **Sound/Spelling Card 32** to display the spellings of long o. Repeat the misspelled words and have children sound them out with you. Then have children rewrite the words correctly. Repeat with the following sentence: *My goal is to make the gold glow!*

Name _____ Date _____

Phonics

Words with *oa, ow, -old* 

Circle the word that completes the sentence and write it.

1. Do you see the big, black crow sold ?

2. It sits in the old oak tree.

3. I have some toast for it to eat.

4. I throw the food.

5. It dives and grabs the food from the road.

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For use with TE p. T74f **PM6.3** Unit 6 | Up in the Air

[NGReach.com](https://www.ngreach.com) Practice Master PM6.3

High Frequency Words

4 Read and Spell Key Words ✓

Display and read these sentences with children. Then say the underlined words.

hurry	<u>Hurry</u> up!
soon	The game will start <u>soon</u> .
boy	Look at that <u>boy</u> !
air	He jumps up in the <u>air</u> .
different	His shot is <u>different</u> from my shot!
turn	Will this game <u>turn</u> into a win?

Distribute **High Frequency Word Cards** and reread each sentence. Have children hold up a card when they hear the word. Assign **Practice Master PM6.4**.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓

Dictate one of the sentences from step 4 and have children write it.

If children misspell words, use **High Frequency Words Routine 2** to reteach the words.

For **High Frequency Words Routine 2**, see page BP37.

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

air air air

boy boy boy

different different

different

hurry hurry hurry

soon soon soon

turn turn turn

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For use with TE p. T74f **PM6.4** Unit 6 | Up in the Air

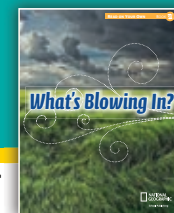
[NGReach.com](https://www.ngreach.com) Practice Master PM6.4



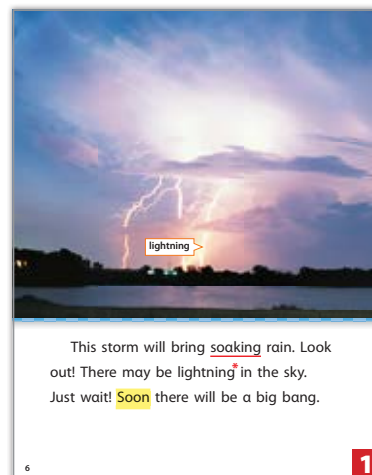
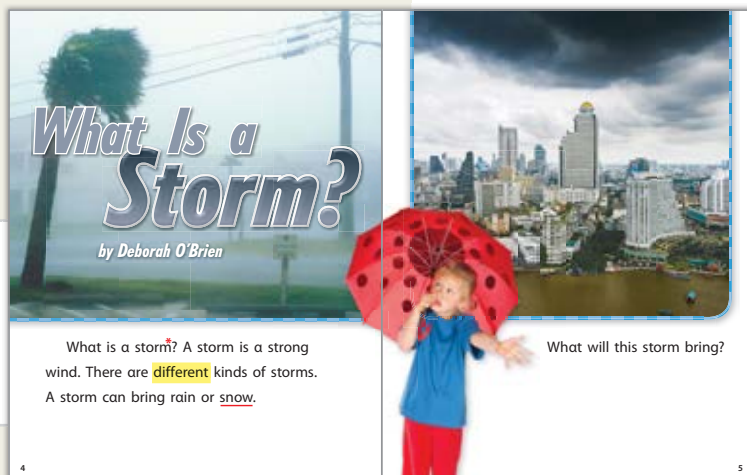
Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T69k



Read On Your Own Book 21



Legend

- words with *oa*, *ow*, *-old*
- high frequency words
- * story words

Read On Your Own Book 21
pages 4–7

Decodable Reading

5 Read “What Is a Storm?” Read On Your Own Book 21 pages 4–8

Use the photos to preteach the story words *storm* (page 4), *lightning* (page 6), *cloud* (page 10), and *funnel* (page 10). Use **Decoding Routine 4** to conduct two readings of “What Is a Storm?” First conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 21	Teacher’s Edition
initial blends with <i>s</i>	storm, (pages 4, 5, 6, 7, 8, 9, 10, 11, 12) snow (pages 4, 8) sky (page 6) space (page 12) slow (page 12)	s blends (page T133b) <i>sl-</i> (page 93n)
endings <i>-ed</i> , <i>-ing</i>	shaped (page 10) soaking (page 6) spinning (page 10)	<i>-ed</i> (page T240b), <i>-ing</i> (page T240b)
word with soft <i>g</i>	edge (page 12)	soft <i>g</i> (page T7d)
words with long <i>a</i> spelled <i>ai</i>	rain (pages 4, 6, 8, 12) wait (page 6)	/ā/ai (page T39n)

* Page numbers in **bold** reference Units 5–8.

AL Above Level

ISSUE Children can easily comprehend the text.

STRATEGY Challenge children to turn around and talk about a storm they saw, heard about, or got caught in.

FIRST READ

Day 2 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children do not self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement on accuracy and rate. Use the following questions to build comprehension.

- 1 Identify Details** *What does the first storm bring?* (It brings rain, lightning, and a big bang.)
- 2 Identify Cause and Effect** *Why might the rain in the second storm turn to snow?* (If it gets cold, the rain might turn to snow.)
- 3 Draw Conclusions** *Why should you hurry to a safe place and hold on if you see a cloud shaped like a cone?* (Possible response: I might get hurt or carried away by the wind in the funnel cloud.)
- 4 Make Connections** *What do you think the next storm will bring to your neighborhood?* (Possible response: I hope it will bring only rain.)

For **Decoding Routine 4**, see page BP34.



This storm may start as rain. If it gets quite cold, rain may **turn** to snow. Snow will pile up on **roads**. Trucks will **tow** loads of snow.

2



What will this storm bring?

9



This storm will bring fast, spinning **air**. There will be a cloud shaped like a cone. It is a funnel cloud. **Hurry** to a safe place and **hold** on!

3

Practice Phonics

Words with oa, ow, -old

Read these words.




soak hold blow stick
wind rain road snow

Find the words with the long o sound. Use letters to build them. s o a k

Talk Together

Choose words from the box to tell your partner about the weather.

The wind can blow here.

1.  2.  3. 


13

STUDENT TECHNOLOGY

Student eEdition

Comprehension Coach

NGReach.com



This storm has very strong winds and lots of rain. The winds **blow** over a wide space. In the eye of the storm, the winds go **slow**. At the edge, the winds speed up. What will the next storm bring? ❖

4

Practice Phonics

Words with oa, ow, -old

Read these words.




soak hold blow stick
wind rain road snow

Find the words with the long o sound. Use letters to build them. s o a k

Talk Together

Choose words from the box to tell your partner about the weather.

The wind can blow here.

1.  2.  3. 

13

Read On Your Own Book 21
pages 8–13

Practice Phonics

6 Words with oa, ow, -old Read On Your Own Book 21 page 13

Distribute **Letter Cards**.
Read aloud page 13 and have partners complete the first activity.

s	o	a	k				
h	o	l	d	b	l	o	w

7 Talk Together Read On Your Own Book 21 page 13

Have partners turn and talk about what they see in the photos on page 13 and use the sentence frame and the words from the box to tell about the weather. (Possible responses: *The rain can soak here. The snow can stick/soak/blow here.*)

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension 

Have each child read aloud a page from “What Is a Storm?” Note reading speed and miscues. For children with low reading speeds and many miscues, conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.



Anthology

Big Book

OBJECTIVES

Thematic Connection: Up in the Air

- ✔ Use Academic Vocabulary in Speaking
- ✔ Make Inferences in a Story

PROGRAM RESOURCES

PRINT ONLY

Big Book: *Storm Is Coming!*

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

MATERIALS

paper • self-stick notes • timer

Power Writing

Have children write as much as they can as well as they can in one minute about the word *wind*.

For **Writing Routine 1**, see page BP56.

Academic Talk

1 Use Clues to Infer

Display the cover of the Big Book and say: *In the story, there were several clues that suggested a **storm** was coming. What did Duck see when he first looked out the window?* (The clouds were growing dark.) *What happens when dark clouds appear in the sky?* (Possible responses: It is going to rain; a **storm** is coming.) Ask children to identify other clues from the story that suggested a **storm** was coming. (**strong wind**, rain, lightning)

Have children work in pairs. Write weather-related words on slips of paper, one for each pair. These words could include *mittens, scarf, umbrella, thermometer, sunglasses*, and so on.

One partner looks at the word on the slip of paper and describes what the object looks like and what it is used for. The other partner guesses and asks for additional clues until he or she guesses the object.

Have each pair trade slips of paper with another pair. Have partners switch roles and play again.

Academic Vocabulary

2 More Key Words Anthology page 75

Use **Vocabulary Routine 1** and the images on page 75 to teach the **Key Words**.

Key Words

fast · outside · power
soft · strong

- **Pronounce the word and point to its picture:** **fast**.
- **Rate the word.** Have children give a thumbs up if they know the word or give a thumbs down if they do not. Ask: *What do you know about this word?*
- **Define the word:** **Fast** means to move quickly. Demonstrate moving fast.
- **Elaborate.** Relate the word to a shared experience: *I ran so **fast** that I won the race.*

For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.

COMMON CORE STANDARDS

Reading

Describe the Connection CC.1.Rinf.3

Writing

Write About Topics CC.1.W.2

Language and Vocabulary

Use Conjunctions CC.1.L.1.g

Use Compound Declarative Sentences CC.1.L.1.j

Determine the Meaning of New Words CC.1.L.4

More Key Words

fast



This car drives **fast**.

outside



They walk **outside**.

power



This toaster uses **power**.

soft

pillow



Pillows are **soft**.

strong



We are **strong**.

Talk Together

Sort the **Key Words** by syllables.

One syllable **fast**

Two syllables **outside**

• High Frequency Word

Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Digital Library



My Vocabulary Notebook

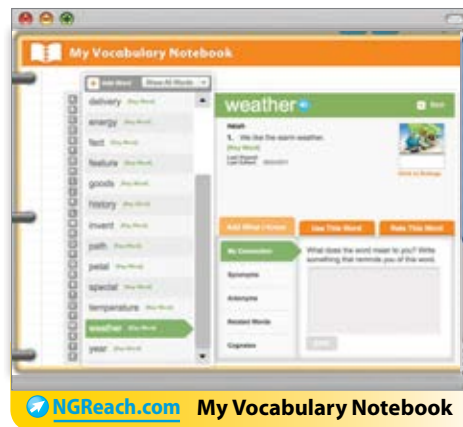
NGReach.com

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 75. Have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

3 Talk Together Anthology page 75

Read the directions. Make a two-column category chart for words with one syllable and two syllables. Say each word and have children repeat, clapping out the syllables with you. Have children tell where to write the word in the chart.



NGReach.com My Vocabulary Notebook

Differentiate

AL Above Level

ISSUE Children can use more advanced vocabulary.

STRATEGY Challenge pairs to use a thesaurus to find synonyms for each **Key Word**. Have them use each **Key Word** in a sentence. Then have pairs repeat the sentence, substituting a synonym in place of the **Key Word**.

Check & Reteach

OBJECTIVE: Use Academic Vocabulary in Speaking ✓

Have children imagine they are sitting outside. Ask them to tell how they would describe a soft wind and a strong wind.

If children are unable to differentiate between a soft wind and a strong wind, ask:

*What kind of **wind** might feel gentle on your face? (a **soft wind**) What kind of **wind** has enough **power** to **blow** off your hat? (a **strong wind**)* Then have children tell what

happens to trees in a soft wind and in a strong wind. (Possible response: A **soft wind** can make leaves move; a **strong wind** can bend trees and break branches.)



Comprehension

4 Make Inferences Big Book page 32

Display and read aloud page 32. Teach children the meaning of the word *inference* (using what you know and read to understand why something happens).

Model how to make an inference using the photo:

- *I see a photo of a young person looking out of a window. I also see drops of water on the window.*
- *I read what the person is saying about needing an umbrella today.*
- *I know that raindrops can settle on a window. I also know that people need umbrellas when it is raining **outside**.*

Explain that after looking at the photo and reading what the person is saying, children can make an inference about what is happening in the photo. Explain: *I can use what I know to figure out what is happening. I know that the person is watching the rain and needs an umbrella to keep from getting wet **outside**.* Place self-stick notes over the window and what the child is saying. Ask: *Does the photo give you all the information that you need to make the **inference**?* (No.) *Why do you think that?* (because we only see a person looking out of a window; we don't know that it is raining or that the person wants an umbrella to go **outside**)

Check & Reteach

OBJECTIVE: Make Inferences in a Story 

Ask children what they can use to make inferences. (what I read, see, and already know)

For children who do not know what they can use to make inferences, ask: *How do you know what the person is thinking?* (I read it.) *How do you know that the person is looking out of a window?* (I see it.) *How do you know that drops of water on a window are probably raindrops?* (I have seen raindrops on windows when it is raining outside.)

Listen Again and Analyze

5 Build Comprehension **Big Book** pages 4–31

Use the **Listen and Analyze** questions on T74a–T74c as you reread *Storm Is Coming!* and practice making inferences.



6 Meet the Author **Big Book** back cover

Display and read aloud the biography. Explain that the author knows that doing something well takes lots of practice. Point out that she must practice her writing to make her picture books fun to read. Say: *Ms. Tekavec writes about the **storm** in a funny way. What makes this story so funny?* (Possible response: The animals are scared because they think **Storm** is someone who is after them.)

Make Inferences

Look at the picture. Read the words. What do you think is happening?

If you guessed that it is raining then you **made an inference**.



How to Make Inferences

1. Look for details in the pictures and text.
2. Think about what you know.
3. Use the details and what you know to make inferences.

I read _____
I know _____
And so _____

Meet the Author

Heather Tekavec

Heather Tekavec used to teach preschool. She liked to read picture books to her class. That's how she got the idea to write her own picture books.

Ms. Tekavec learned that writing takes practice. She practiced writing all the time! Before she wrote her first book, she wrote a lot of stories for magazines.

Ms. Tekavec likes to visit schools. She talks to students about writing books.



AWARD WINNER



Writer's Craft

Find words the writer uses to make the story funny. Then write a funny sentence about the characters in the story.

Big Book page 32 and back cover

Writing

7 Writer's Craft: Use Humor **Big Book** back cover

Explain that writers choose certain words to make a story funny. They can make the characters say and do funny things to make readers laugh.

Read

"Oh no-o-o!" bleated the sheep. "Even the su-u-u-n is hiding from Sto-o-o-rm!"

Think Aloud

*I think the sheep is funny because she is bleating even when she's scared. I am laughing at the animals because they think **Storm** is the name of someone who is coming to harm them. They don't realize that a **storm** is bad **weather**.*

Guide children to find words the author uses to make the story funny. Form pairs and have each child write one funny sentence about the characters in the story. Have them use one of the frames below for help.

(Name of character) is funny because _____.
(Name of character) says _____.



WRAP-UP

Have children think about what they read today. Ask: *What kind of **storm** do you think was in Storm is Coming!?* Encourage children to support their ideas with specifics from the day's reading.

Daily Language Arts

Daily Grammar ✓

Point out compound sentences with the conjunction *but* throughout the **Big Book**. For example: "The animals waited and listened, *but* there was no sign of Storm." (page 14) "I still don't see Storm, *but* there's a big wind blowing." (page 18)

Then use the Daily Grammar lesson on page T69m to teach compound sentences with the conjunction *but*.



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Combine and Segment Syllables
- ✓ Read and Spell Words with Compounds
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 57

Phonics Picture Card 80

Compound Words: Practice Master PM6.7

Write-On/Wipe-Off Boards

Sound/Spelling Cards 1, 2, 6, 7, 8, 12, 16, 18, 26, 32, 35

High Frequency Words: Practice Master PM6.8

Read On Your Own Book 21

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 3,
Tracks 19–20

Word Builder

Letter Cards

MORNING WARM-UP

When have you felt the wind? What have you seen the wind do?

Ask children to turn and talk to a partner about times they have felt the wind. Have them talk about things that the wind can do, such as blow your hat off.

Phonological Awareness

1 Combine and Segment Syllables ✓

Use **Phonological Awareness Routines 8** and **9**.

- **Say a word and the syllables:** *raindrop, rain-drop.*
- **Combine the syllables.** Have children clap as you quickly blend the word.
- **Segment the syllables:** *What are the syllables? (rain-drop).*
- **Say the word again:** *raindrop.*

For **Phonological Awareness Routines 8** and **9**, see pages BP30–BP31.

Repeat with *lightning* (light-ning), *funnel* (fun-nel), and *umbrella* (um-brel-la).

Check & Reteach

OBJECTIVE: Combine and Segment Syllables ✓

Say: *Listen to the syllables and tell me the word: snow-storm. (snowstorm) Now listen to the word and tell me the syllables: raining. (rain-ing)*

If children have trouble, have them write the syllables on separate pieces of paper, read them, line the syllables up, and say the word. Repeat with *hurricane*, *tornado*, and *rainstorm*.

Phonics

2 Learn Compound Words ✓

Sing with Me Phonics Songs Book page 57

Play Tracks 19 and 20, follow directions, and practice gestures for smooth performance.

- 1 2 3** Form circle over head; nod; point to your clothing.
- 4 5 6** Shake head *no*; look through thumb-finger glasses; shake head again.
- 7 8** Wiggle fingers and lower hands; run fingers across desk.



Sing with Me Phonics
Songs Book page 57

COMMON CORE STANDARDS

Reading

Blend Sounds to Orally Produce Words CC.1.Rfou.2.b

Decode Words with Compounds CC.1.Rfou.3

Read Irregularly Spelled Words CC.1.Rfou.3.g

Read with Fluency CC.1.Rfou.4





Language and Vocabulary

Spell Words with Compounds CC.1.L.2.d

Spell High Frequency Words CC.1.L.2.d

Spell New Words Phonetically CC.1.L.2.e

Use the routine below to connect sounds and spellings in compound words and to blend compound words.

Step 1 Develop Phonological Awareness	Compound Words
1. Tell children: <i>These words have one part, or syllable. These longer words have two syllables. Clap the syllables with me as we say each word.</i>	boy, hope, yes raindrop, sunshine, inside
2. Tell children: <i>I will say a word. Then you clap the syllables as you say the word.</i>	blackboard, fall, bookshelf, teapot, looked, backpack
Step 2 Introduce the Sound/Spelling	
1. Display the picture-only side of Phonics Picture Card 80 . Say: <i>teapot</i> . Have children repeat and clap the syllables. Ask: <i>How many syllables are there?</i> (two) 2. Turn the card over and read <i>teapot</i> . Explain: <i>A compound word is a word made up of two smaller words. Teapot is a compound word made up of tea and pot. Write and divide the word: tea/pot. Explain: A compound word often takes its meaning from the two smaller words. For example, a teapot is a pot that holds tea.</i> 3. Write, read, and divide <i>raincoat</i> . Explain: <i>A raincoat is a coat to wear in the rain.</i> Point out the <i>ai</i> and <i>oa</i> in <i>raincoat</i> .	 Card 80 teapot tea pot rain coat
4. Give other examples of compound words and point out the spelling patterns in each.	rowboat, rainbow, snowman
Step 3 Blend Sound-by-Sound	
1. Write <i>raindrop</i> and divide it into syllables. 2. Blend the sounds in each syllable: /r/ /ā/ /n/; d/ /r/ /ō/ /p/. Have children repeat. 3. Blend the two syllables together: <i>rain/drop, raindrop</i> .	rain drop raindrop   raindrop 
4. Ask children to think about the smaller words in <i>raindrop</i> and tell what a raindrop is. (a drop of rain) 5. Repeat for remaining words. Explain: <i>Compound words are divided into syllables between the two smaller words. Each smaller word has one or more syllables.</i>	sunshine, snowflake, hilltop, roadside, ponytail

See **Differentiate**

Differentiate

EL English Learners

LANGUAGE TRANSFER

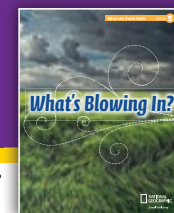
ISSUE Children may use phrases such as *pack for books* (backpack) or *box for lunch* (lunchbox) in place of compound words. Practicing compound words will help them improve their vocabulary and understanding of the English language.

STRATEGY Have children:

- blend compound words such as *backpack* and *lunchbox*
- use the compound words to complete sentence frames:

My hat is in my _____.

My sandwich is in my _____.



Read On Your Own Book 21

Name _____ Date _____

Phonics

Compound Words

Circle the word that names the picture.

1. raindrop railroad rainbow	2. snowing snowman seashell
3. watchdog windmill weekday	4. raindrop rowboat roadway
5. cleanup catfish cupcake	6. sunscreen stingray snapshot
7. pancake pinecone pathway	8. peanut pinwheel paintbrush

Read It Together Have you seen pinecones or stingrays?

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3 Read Words with Compounds

Read On Your Own Book 21 page 14
Use the **Word Builder** to display the words and sentences shown. Have children blend the compound words as they did in step 3 on page T75d.

Have children turn to **Read On Your Own Book 21**, page 14. Review compound words and read the labels for the pictures on page 14 together. Assign **Practice Master PM6.7** for more practice.

tugboat sandbox snowman
bathrobe roadside spaceship
places rowboat
goldfish seen

I eat pancakes at sunrise.
I eat hotdogs at sunset.

NGReach.com Word Builder

4 Spell Words with Compounds

Use **Dictation Routine 1** to have children practice writing compound words on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *rainbow*.
- **Segment sounds.** Identify the smaller words (*rain, bow*) and then segment the sounds: /r/ /ā/ /n/ /b/ /ō/.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 12 /r/, 35 /ā/, 7 /n/, 18 /b/, 32 /ō/)
- **Repeat the word:** *rainbow*. Have children write the spelling of the word.
- **Write the correct spelling.** Write the word and have children check and correct their spelling. Repeat for *mailbox* and *snowman*, using cards 1 /s/, 2 /m/, 6 /ā/, 7 /n/, 8 /l/, 12 /r/, 16 /ō/, 18 /b/, 26 /ks/, 32 /ō/, 35 /ā/.

For **Dictation Routine 1**, see page BP35.

Write-On/Wipe-Off Board

Then apply the spelling rule to a complete sentence: *I see a rainbow from the sailboat*. Have children say and write the sentence. Write the sentence and have children use it to check and correct their spellings.

High Frequency Words

5 Read and Spell Key Words **Read On Your Own Book 21** page 15

Read aloud page 15. Note that the boy ties the second hat on. Ask: *Why is this hat good for a windy day?* Point to the list of words in the upper right corner. Reread the sentences. Have children raise a hand when they hear a High Frequency Word.



Compound Words

Look at each picture. Read the words.

Example:



raincoat



snowflake



goldfish



backpack



bathtub



teapot

14

Key Words

Look at the pictures.

Read the sentences.

High Frequency
Words

air
boy
different
hurry
soon
turn



A Different Hat

1. The **boy** needs a hat in the cold **air**.
2. The still air will **turn** into a strong wind.
3. **Soon** the wind blows the boy's hat off!
4. The boy will **hurry** to get a **different** hat.

How is the new hat different?



Phonics Games

NGReach.com

15

STUDENT
TECHNOLOGY



Student
eEdition



Word
Builder

NGReach.com

Read On Your Own Book 21
pages 14–15

Play **Build, Mix, Fix**.

- Write or display a High Frequency Word.
- Have children use **Letter Cards** to build the word.
- After children have built the word correctly, have them mix up the cards.
- Cover the displayed word and have children put the cards back into the correct order to spell the word.
- Uncover the word and have children check and correct their spelling.
- Continue for remaining words.

REVIEW Check children's retention of High Frequency Words from Unit 5. Have children play **Build, Mix, Fix** with *eye, far, small, three, through, under, animal, color, group, might, most, and move*.

For **Build, Mix, Fix Game**, see page BP38.

Assign **Practice Master PM6.8** for more practice.

Check & Reteach

OBJECTIVES: Read and Spell Words with Compounds ✓
Read and Spell High Frequency Words ✓

Use **Dictation Routine 2** with the following sentence: **Soon** the **boy** will have a **turn** to make a **different** snowman.

If children misspell words, use **Dictation Routine 1** to dictate High Frequency Words and compound words for children to write.

For **Dictation Routines 1 and 2**, see page BP35.

Name _____ Date _____

High Frequency Words

Flying Home

Write a word from the box to complete each sentence.



High Frequency
Words
air
boy
different
hurry
soon
turn

1. A **boy** watches six ducks.
2. How are two ducks **different**?
3. They **turn** to face east.
4. Then they fly through the **air**.
5. They hurry so they will reach their nests **soon**!

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For use with TE p. T75f

PM6.8

Unit 6 | Up in the Air

NGReach.com Practice Master PM6.8

Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T69f



Anthology

OBJECTIVES

Thematic Connection: Up in the Air

Preview Science Nonfiction and Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me MP3

Writing Options: eVisual 6.3

MATERIALS

8 1/2" x 11" paper • crayons • colored markers • timer

Power Writing

Have children write as much as they can as well as they can in one minute about the word *weather*.

For *Writing Routine 1*, see page BP56.

Vocabulary Practice

1 Expand Word Knowledge ✓

Use **Vocabulary Routine 2** to model creating a window for the word **weather**.

- Start with a horizontal 8 1/2" x 11" piece of paper and mark the center of the page.
- Fold each half of the paper to the center line so the edges meet at the center mark.
- Have children write *weather* on the left fold, draw a picture to illustrate the word on the right fold, then write a sentence about the word on the inside to show what it means.



For *Vocabulary Routine 2*, see page BP47.

Assign a different **Key Word** to each small group of children. Have each group create a window for its assigned **Key Word**. Display the windows in the classroom. Then have them add their sentences to **My Vocabulary Notebook**.

Key Words

blows · fast · feels
outside · power · soft
storm · strong
weather · wind

Academic Talk

2 Preview and Predict Anthology pages 76–77

Have children look at the cover art as you read aloud the title. Ask: *What do you see in the picture?* Encourage children to use **Key Words** to describe the girl and the wind. Connect to personal experience: *Have you ever felt the **wind** blowing on your face? How did it **feel**?* Have children do a picture walk.

Have partners turn and talk to make predictions based on their picture walks. Have children share with the rest of the class: *What do you think this science nonfiction will be about?* (Possible response: I think it will be about what **wind** does.) *Why do you think that?* (Possible response: The title of the story has the word **wind** in it, and I see lots of pictures that show **wind** blowing.)

Check & Reteach

OBJECTIVE: Preview Science Nonfiction and Make Predictions

Have children identify one or two pictures they previewed in their picture walk and tell why the pictures support their predictions.

If children don't predict something reasonable, ask them to look at the title. Ask: *What does it mean to face the **wind**?* (turn toward the **wind**) *What happens when you face the **wind**?*

(Possible response: I **feel** the **wind** in my face.) *Why is the girl's hair sticking straight out?*

(The **wind** is blowing her hair.) *Do you predict that this selection will be about how the **wind** **feels** and what it does?*

COMMON CORE STANDARDS

Reading

Read Informational Text CC.1.Rinf.10

Writing

Write Informative Text CC.1.W.2

Speaking and Listening

Participate in Conversations CC.1.SL.1

Language and Vocabulary

Use Conjunctions CC.1.L.1.g

Use Compound Declarative Sentences CC.1.L.1.j

Determine Meaning of New Words CC.1.L.4

Use Words and Phrases CC.1.L.6

Read Science Nonfiction

Science nonfiction gives information about a science topic, like weather.

✓ Look for illustrations. Illustrations are drawings that show information.



Reading Strategy

Make inferences as you read. Use what you know and details from the text to make inferences about what wind does.

76

I Face the Wind

by Vicki Cobb
illustrated by Julia Gorton

Comprehension Coach

STUDENT
TECHNOLOGY



Digital Library



Read with Me



Student eEdition



My Vocabulary Notebook

NGReach.com

Anthology
pages 76–77

Shared Reading

3 Read Science Nonfiction Anthology pages 76–77

GENRE AND ILLUSTRATIONS Read aloud the description of science nonfiction. Explain that this selection is about real things and that the pictures show things that really happen. Say: *When you read science nonfiction, you can use the illustrations to learn more information about the topic.*

SCIENCE BACKGROUND Share information to build background:

- **Wind** is moving air. When air gets warmer or cooler, it starts to move.
- **Wind** can be gentle and make a **soft** breeze, or **strong** and make big **storms**.
- You cannot see **wind**, but you can see its **effects**: it makes flags fly, windmills turn, and trees sway.

Read pages 77–93 to the class. Use the questions on pages T78–79 to T90–91 to guide discussion on the first read (Day 3) and second read (Day 4).

Comprehension Focus

FIRST READ

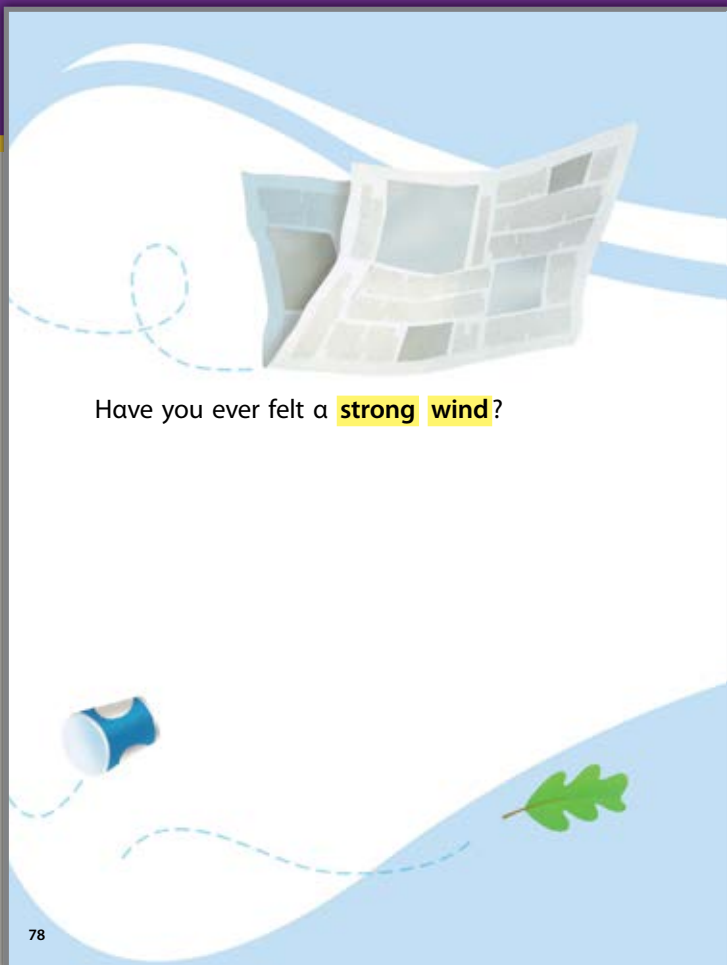
SECOND READ

Day 3 Read and Comprehend

- Active Reading
- Critical Thinking

Day 4 Reread and Analyze

- ✓ Identify Cause and Effect
- ✓ Make Inferences
- Critical Thinking



Anthology
pages 78–79

Differentiate

BL Below Level

ISSUE Children have difficulty identifying effects.

STRATEGY Explain to children that effects are things that happen only because something else happened first. Ask: *What happens first to make the hat **blow** off the girl's head?* (a **strong wind blows**) *That is right, a **strong wind** is the cause of the hat blowing off the girl's head.* Ask: *How does the **strong wind** make the girl walk?* (She walks at a slant.) *Yes, walking at a slant is the **effect**, or result, of the **strong wind** blowing.*

SN Special Needs

ISSUE Children do not understand the meaning of a cause-and-effect relationship.

STRATEGY Guide children as they identify effects. Point to the illustrations on pages 78–79. Ask: *Where is the hat?* (in the air; not on her head) *How did it get there?* (The **wind** blew it.) *The dotted line next to the hat shows what the **wind** did. If the **wind** made it happen, then it is an **effect** of the **strong wind**.* *What else has a dotted line?* (the newspaper, the can, and the leaf) *Are these blowing away like the hat?* (Yes.) *Are these more **effects** of the **strong wind**?* (Yes.)

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

1 Use Visuals *How does the illustration help you understand that the **wind** is **strong**?* (Possible response: The **wind** blew the hat off the girl's head.)

SECOND READ

Day 4 Reread and Analyze

2 Cause and Effect *What is one **effect** of the **strong wind**?* (Possible responses: The girl's hat is blown off her head. The girl walks at a slant.)
See **Differentiate**

You can't see the wind. But you can **feel** it. And you can see what wind does to other things.



80

It makes flags stick out straight and flutter. **3 4**



Can you name some things you see wind do? **5**

81

Anthology
pages 80–81

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 3 Active Reading** Have children point to each word as you read it. Encourage them to chime in if they feel comfortable. Ask volunteers to act out the phrase “stick out straight and flutter.” Suggest that they use a piece of paper for a flag.

SECOND READ

Day 4 Reread and Analyze

- 4 Cause and Effect** ✓ *What causes the flags to stick out and flutter?* (the blowing **wind**) *What would happen to the flags if the **wind** stopped blowing?* (The flags would stop moving and hang straight down.)
- 5 Relate to Personal Experience** Ask: *How does the **wind** feel to you?* (Possible response: A winter **wind** **feels** icy and cold. A summer **wind** **feels** hot.) *What things have you seen **wind** do?* (Possible response: I have seen the **wind** knock down trash cans and **blow** garbage down the street.)

Go outside and watch.



82

Anthology
pages 82–83



83

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** Have volunteers act out “leaves on trees shake.” Then give small pieces of paper to several children and have them blow on the paper to make it stay in the air. That will help them understand how a kite stays in the sky.

SECOND READ

Day 4 Reread and Analyze

- 2 Cause and Effect** ✓ *What does the **wind** do to the trees?* (The **wind** causes the leaves on trees to shake and fall off.)
- 3 Make Inferences** ✓ *What do you read about the kite?* (It stays in the sky.) *What do you know about flying a kite?* (Possible response: I know that I need **wind** to fly a kite. Without **wind**, the kite would stay on the ground.) *What can you infer about the **weather** on the day the kite stays in the sky?* (Possible response: I can infer that the **wind** is blowing; it’s a windy day.)

See **Differentiate**

Differentiate

EL English Learners

ISSUE Children lack sufficient vocabulary to explain what they know in order to make an inference.

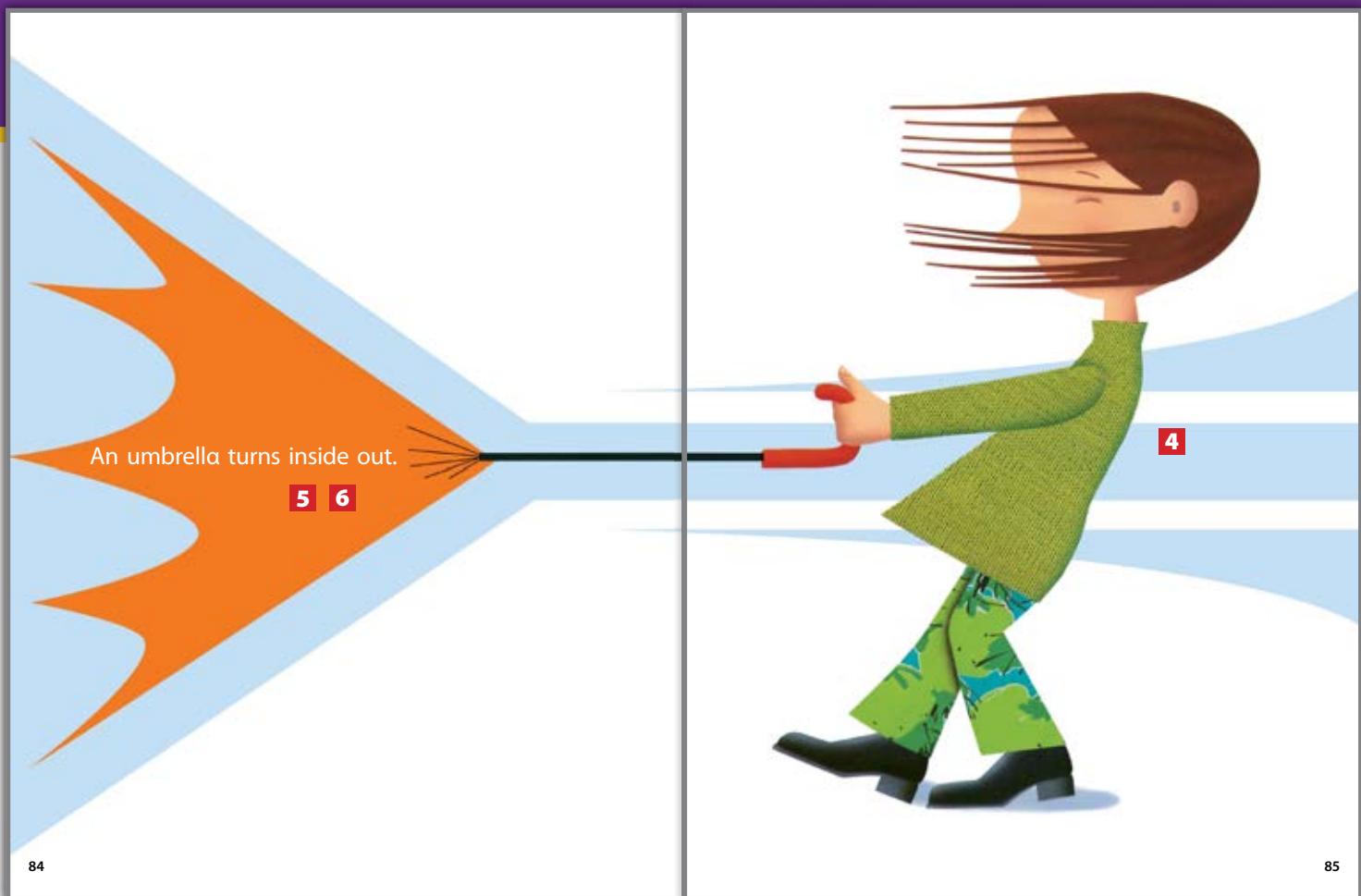
STRATEGY Provide sentence frames to help them explain their knowledge to the class. For example:

- I know that I need _____ to _____.
- A kite needs _____.

AL Above Level

ISSUE Children make inferences automatically.

STRATEGY Have children identify the specific evidence in the text on which they base each of their inferences. They may also refer to prior knowledge that they can use for support.



Anthology
pages 84–85

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 4 Use Visuals** *What does the illustration tell you about the direction the **wind** is blowing?* (The **wind** is blowing from the right to the left.)

SECOND READ

Day 4 Reread and Analyze

- 5 Make Inferences** ✓ *What do you read about the umbrella?* (I read that the umbrella turns inside out.) *What do you know about **strong winds**?* (Possible response: I know they can blow things over and damage things.) *What can you infer about the **wind** on pages 84 and 85?* (The wind is very **strong**.)
- 6 Cause and Effect** ✓ *What causes the umbrella to turn inside out?* (the **strong wind**)

What is wind made of?
Wind is made of air. You can't see air. But you can catch it. Here's how:



- 1 Open a large plastic bag.
Make sure there are no holes in it. 3
- 2 Pull the bag through the air so it puffs up. 4

86

Anthology
pages 86–87



- 3 Twist it closed to trap the air you caught.
- 4 Squeeze the bag to feel the air. 2

87

Fluency ✓

Expression Read the directions on pages 86–87 aloud, using your voice to model proper expression. Say: *These are directions. The sentences should be read as commands.* Have partners take turns reading the directions aloud, copying the expression you modeled.

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

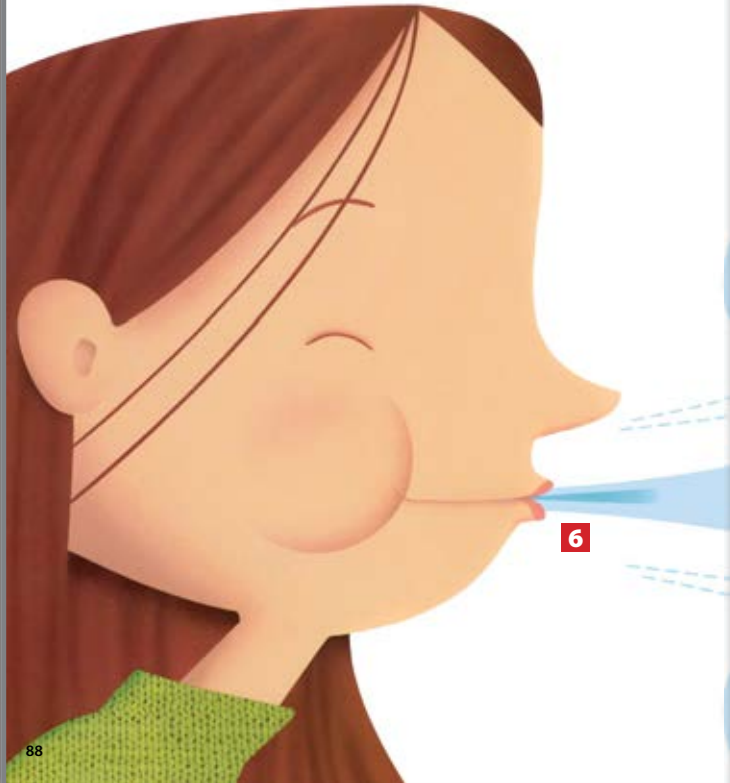
- 1 **Use Visuals** *What information does the illustration give you?* (Possible response: The illustration shows me how to hold the bag to catch air.)

SECOND READ

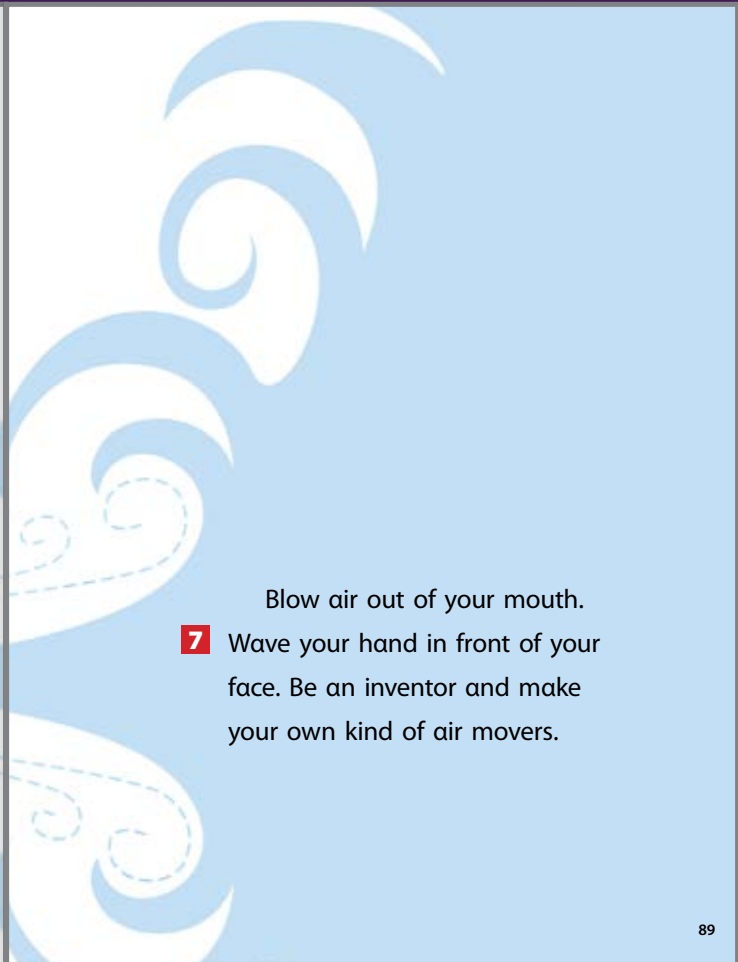
Day 4 Reread and Analyze

- 2 **Sequence** Ask: *What do you do first to catch the wind?* (Open the bag.) *What do you do next?* (Pull the bag through the air.) *What do you do last?* (Squeeze the bag.)
- 3 **Make Inferences** ✓ *Why do the instructions tell you to make sure there are no holes in the bag?* (Air will get out through the holes and you would not be able to catch any air.)
- 4 **Cause and Effect** ✓ *What is the effect of pulling the bag through the air?* (The bag puffs up with air.)

Are there other ways you can make wind? **5**



88



Blow air out of your mouth.
7 Wave your hand in front of your face. Be an inventor and make your own kind of air movers.

89

Anthology
pages 88–89

Build Comprehension

FIRST READ

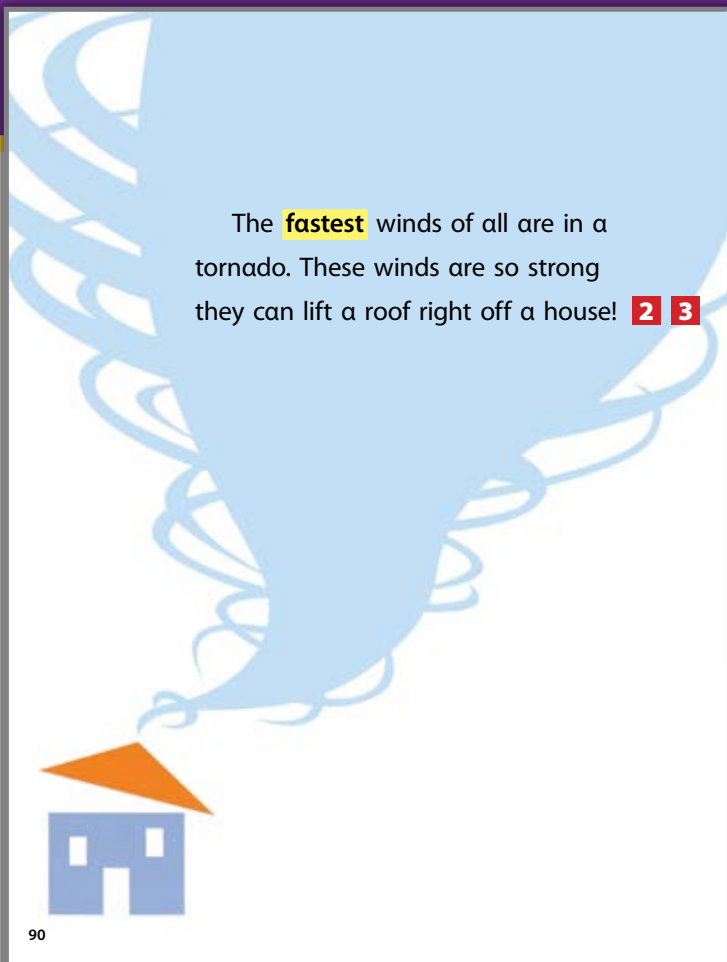
Day 3 Read and Comprehend

- 5 Active Reading** Have children identify the question on the page by pointing to the question mark and reading it with expression.
- 6 Use Visuals** *What is the girl in the illustration doing?* (She's blowing air out her mouth.) *What information do the dashed blue lines give you?* (The lines show how the air is moving.)

SECOND READ

Day 4 Reread and Analyze

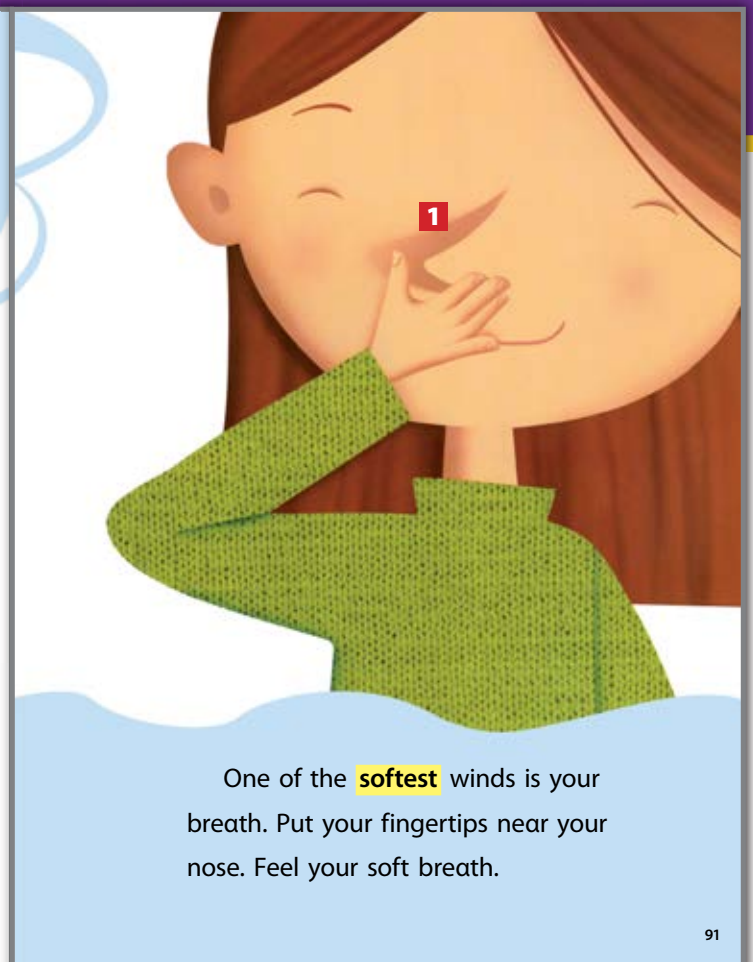
- 7 Clarify Meaning** Have children locate and point to the word *wave*. Remind children that some words have more than one meaning. Discuss *wave* as a hand moving back and forth and *wave* as in an ocean wave. Have volunteers move their hands to illustrate each meaning of the word. Ask: *Which meaning of the word wave is used in the text?* (a hand moving back and forth)



The **fastest** winds of all are in a tornado. These winds are so strong they can lift a roof right off a house! **2 3**

90

Anthology
pages 90–91



One of the **softest** winds is your breath. Put your fingertips near your nose. Feel your soft breath.

91

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** Have children put their fingertips near their noses to feel their soft breath. Invite volunteers to describe the air that they feel on their fingertips.

SECOND READ

Day 4 Reread and Analyze

- 2 Cause and Effect** ✓ *What causes a house to lose its roof during a tornado?* (the tornado's **strong winds**)
- 3 Make Inferences** ✓ *What can you infer after reading the information about tornadoes?* (Possible response: Tornadoes can do lots of damage.)



Anthology
pages 92–93

Writing

4 Write to Understand Wind

Have children make inferences about the wind. Display **eVisual 6.3** and read aloud the sentence frames. Encourage children to use **Key Words** in their writing.



Writing Options

Wind is _____.
Wind **blows** _____.
Wind **feels** _____.

Key Words

blows · fast · feels · outside
power · soft · storm · strong
weather · wind

[NGReach.com](https://www.ngr.com) Writing Options: eVisual 6.3



INTERACTIVE WHITEBOARD TIP: Have children circle all Key Words in their sentences.



Daily Language Arts

Daily Grammar ✓

Point out and circle the conjunction *or* in the example sentence. Explain that the conjunction is joining two telling sentences to make one compound sentence. Then use the Daily Grammar lesson on page T69n to review compound sentences with *or*.

WRAP-UP

Have volunteers act out something a strong wind can do. Ask: *What would you do if you found yourself facing a **strong wind**?* Have partners turn and talk about their ideas.

Day 4 Read and Comprehend

Decodable Narrative Text

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Combine and Segment Syllables
- ✓ Read and Spell Words with Compounds
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Compound Words: Practice Master PM6.10
- Write-On/Wipe-Off Boards
- Read On Your Own Book 21

TECHNOLOGY ONLY

- Letter Cards



MORNING WARM-UP

Can you tell me about a strong wind? What about a soft wind?

Guide children to recognize that tornados and other storms have strong winds that can knock over trees or blow the roof off a house. Then have them blow on their hands to demonstrate a soft wind.

Phonological Awareness

1 Combine and Segment Syllables ✓

Use **Phonological Awareness Routine 8** and **9**.

- **Say a word and the syllables:** *sunglasses, sun-glass-es.*
- **Combine the syllables.** Have children clap with you as you quickly blend the word.
- **Segment the syllables:** *What are the syllables?* (*sun-glass-es*).
- **Say the new word:** *sunglasses.*

For **Phonological Awareness Routine 8** and **9**, see page BP30–BP31.

Have children repeat the routine with the words *raincoat, bedside, and seashell*.

Check & Reteach

OBJECTIVE: Combine and Segment Syllables ✓

Say: *I'm going to say a word with more than one syllable. Listen to the syllables and tell me the word: tug-boat.* (*tugboat*)

If children have trouble blending syllables, use **Decoding Routine 3** to have them practice continuous blending. Continue with *seagull, daydream, and horseshoe*.

For **Decoding Routine 3**, see page BP33.

COMMON CORE STANDARDS

Reading

- | | |
|--------------------------------------|---------------|
| Blend Sounds to Orally Produce Words | CC.1.Rfou.2.b |
| Decode Words with Compounds | CC.1.Rfou.3 |
| Read Irregularly Spelled Words | CC.1.Rfou.3.g |
| Read with Fluency | CC.1.Rfou.4 |

Language and Vocabulary

- | | |
|------------------------------|------------|
| Spell Words with Compounds | CC.1.L.2.d |
| Spell High Frequency Words | CC.1.L.2.d |
| Spell New Words Phonetically | CC.1.L.2.e |

Phonics

2 Read and Spell Words with Compounds ✓

REVIEW Display *sailboat* and model how to divide it into syllables and blend the parts. Remind children that when they see a longer word, they should look for smaller words in it. Ask children to divide *sailboat* into two smaller words, read each word, and blend them together. Repeat for *bathtub, pinecone, and roadblock*.

sail|boat
sail + boat = sailboat

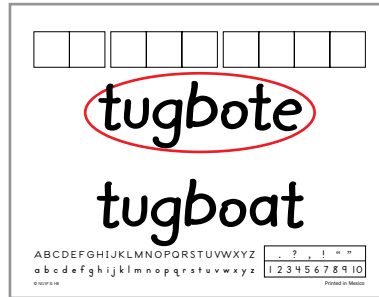
Word Bank

Assign **Practice Master PM6.10** for more practice.

Use **Dictation Routine 2** to have children spell sentences on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *Is that a tugboat or a sailboat on the coastline?*
- **Repeat the sentence.** Have children write the sentence.
- **Write the sentence.** Have children check and correct spelling. Repeat with *The baseball coach has a bedroom on his airplane.*

For **Dictation Routine 2**, see page BP35.



Write-On/Wipe-Off Board

Check & Reteach

OBJECTIVE: Read and Spell Words with Compounds ✓

Provide clues for compound words, such as *a house for a dog (doghouse)* and *where you take a bath (bathtub)*. Have children take turns writing the words. Then point to a word and have children read the compound word aloud.

If children have difficulty reading or spelling compound words, have them cover up the second smaller word and read the first word, then cover up the first word and read the second word. Then have them uncover both words and say the words together, first slowly, then quickly.

High Frequency Words

3 Read and Spell Key Words ✓

Model pronouncing each of this week's words. Have pairs repeat the words three times as you point to each of them on the Word Wall: *air, boy, different, hurry, soon, and turn*.

REVIEW Have children review previously taught words *eye, far, small, three, through, under, animal, color, group, might, most, and move*. Have partners take turns reading and spelling the words.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓

Dictate the following sentence: *A different boy jumped in the air when it was his turn.*







If children misspell words, point to the word on the Word Wall and have children write it three times. Then repeat with this sentence: *The bus comes soon, so you should hurry.*

Name _____ Date _____

Phonics

Compound Words

Draw a line from the first word to a second word to name the picture. Write the new word.

1.  sail boat fish drop sailboat	2.  mail man box coat mailman	3.  rain coat drop drop raincoat
3.  snow flake bank seat snowflake	5.  sea coast gull pack seagull	6.  back pack seat seat backpack

Read It Together I see seagulls at the seacoast.

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NGReach.com Practice Master PM6.10



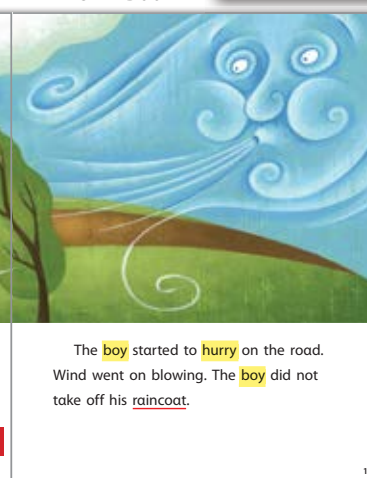
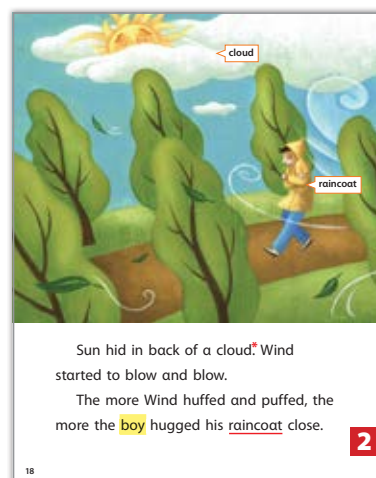
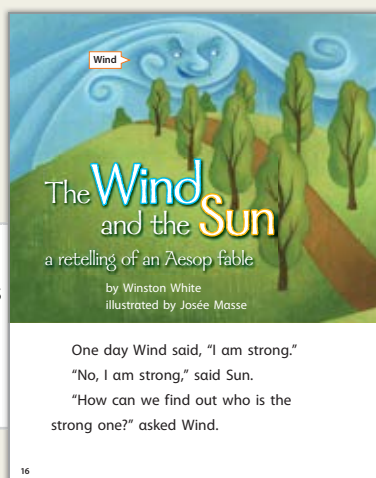
Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T69I



Read On Your Own Book 21



Legend

- compound words
- high frequency words
- * story words

One day Wind said, "I am strong."
"No, I am strong," said Sun.
"How can we find out who is the strong one?" asked Wind.

Sun said, "See that **boy** on the road? If you can take off his **raincoat**, you are the strong one. You may go first, Wind."

1

Sun hid in back of a **cloud**. Wind started to blow and blow.
The more Wind huffed and puffed, the more the **boy** hugged his **raincoat** close.

2

The **boy** started to **hurry** on the road. Wind went on blowing. The **boy** did not take off his **raincoat**.

Read On Your Own Book 21
pages 16–19

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 21	Teacher's Edition
words with endings -ed, -ing	asked (page 16) started (pages 18, 19, 21) hugged (page 18) stopped (pages 20, 23) blowing (pages 19, 20)	-ed (page T240b) -ing (page T240b)
words with double final consonants	off (pages 17, 19, 23) still (page 20) fell (page 21) well (page 22)	-ff (page T87k) -ll (page T87k)
words with long a spelled ai, ay	raincoat (pages 17, 18, 19, 23) may (page 17) maybe (page 20) rays (pages 21, 22)	/ā/ai (page T39n) /ā/ay (page T39n)

* Page numbers in **bold** reference Units 5–8.

AL Above Level

ISSUE Children can easily decode the text.

STRATEGY Have children discuss cause and effect by naming one effect the wind has and one the sun has.

Decodable Reading

4 Read "The Wind and the Sun" Read On Your Own Book 21 pages 16–24

Use the illustrations to preteach the story word *cloud* (page 18). Then use **Decoding Routine 4** to conduct two readings of "The Wind and the Sun." First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**


SECOND READ

Day 4 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

- 1 **Predict** *Who do you think will win the contest? Why?* (Possible response: Sun, because no one wears a coat when it's hot.)
- 2 **Identify Details** *What happens when Wind huffs and puffs?* (The boy hugs his raincoat close.)
- 3 **Confirm Predictions** *Who is the strong one? Why?* (Sun is the strong one. His hot rays warmed the boy and made him take off his raincoat.)
- 4 **Make Connections** *When would you wear a raincoat? What might make you take it off?* (Possible response: I would wear it in the rain and take it off when it stopped raining or if I got hot.)

For **Decoding Routine 4**, see page BP34.



Wind stopped blowing. The **air** became still.

Wind said, "I **cannot** do it. **Maybe** you can do it, Sun."

Sun had a **different** plan. He started to **turn** his hot rays on the **boy**. Strong **sunshine** fell on the **boy**.

20 21



The **boy** did not **hurry** on the road. He put on his **sunglasses**.

"Well, that is not in my plan," said Sun. He sent more and more hot rays.

Soon the **boy** became very hot. He reached the **hilltop** and stopped by the **roadside**. He tossed off his **raincoat**.


22 23

STUDENT TECHNOLOGY

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Wind said, "Sun, you are the strong one. I am not that strong. You win!" ❖

24

Practice Phonics

Compound Words




Read these words.

snowman	wind	raindrops	sunglasses
raincoat	sunshine	snowflakes	hilltop

Find the compound words. Use letters to build them. r a i n c o a t

Talk Together

Choose words from the box to tell your partner what you can see in the pictures.

1.  2.  3. 

I can see the **raindrops**.

25

Read On Your Own Book 21
pages 20–25

Practice Phonics

5 Words with Compounds Read On Your Own Book 21 page 25

Distribute **Letter Cards**.
Have partners complete
the activities on page 25.



6 Talk Together Read On Your Own Book 21 page 25

Have children turn and talk about each picture by filling in the blank in the sentence frame with words from the box. (Possible responses: *I can see the sunshine/sunglasses/raincoat/snowflakes/snowman.*)

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from "The Wind and the Sun." Note reading rate and accuracy.

Have children who have low reading speeds conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.



Anthology

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Identify Cause and Effect
- ✓ Make Inferences

PROGRAM RESOURCES

TECHNOLOGY ONLY

- Read with Me MP3
- My Vocabulary Notebook

MATERIALS

children's windows from Day 3 • timer

Power Writing

Have children write as much as they can as well as they can in one minute about the word *blows*.

For *Writing Routine 1*, see page BP56.

Vocabulary Practice

1 Share Word Knowledge ✓

Have children use the windows they made on Day 3 (see page T76). Pair children and have them follow the steps of **Vocabulary Routine 3** to share their word knowledge.

- Take turns reading windows.
- Talk about how the pictures show the meanings of the words.
- Create sentences using each **Key Word** and draw a line under each **Key Word**.
- Add the sentences to **My Vocabulary Notebook**.

For *Vocabulary Routine 3*, see page BP48.



Academic Talk

2 Discuss the Effects of Wind

REVIEW Remind children: *Wind causes many things to happen. Things that happen as the result of wind blowing are effects of wind.*

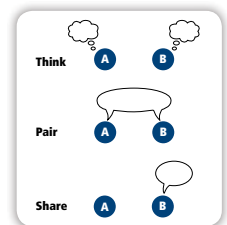
Use **Think, Pair, Share**.

- Ask children to think and make inferences about the effect wind has on them.
- Pair children to discuss and explain the effects. Encourage children to use **Key Words** in their discussions.
- Have children individually share their ideas with the class. (Possible responses: Toys **blow** away; children need to play inside; it is hard to walk.)

For *Think, Pair, Share*, see page BP61.

Key Words

blows · fast · feels
 outside · power · soft
 storm · strong
 weather · wind



Think, Pair, Share

Check & Reteach

OBJECTIVE: Identify Cause and Effect ✓
 Make Inferences ✓

Have children tell how they decided what inferences to make about the effects that wind has on them. Note any inferences that are not valid.

If children have difficulty, give explicit reteaching. For example, ask: *What is happening to the newspaper, paper cup, and leaf on page 78?* (The objects are blowing away.) *What is making or causing the objects to blow away?* (a **strong wind**)

COMMON CORE STANDARDS

Reading	
Read Informational Text	CC.1.Rinf.10
Writing	
Write Informative Text	CC.1.W.2
Speaking and Listening	
Participate in Conversations	CC.1.SL.1
Language and Vocabulary	
Use Conjunctions	CC.1.L.1.g
Use Compound Declarative Sentences	CC.1.L.1.j
Determine the Meaning of New Words	CC.1.L.4
Use Words and Phrases	CC.1.L.6

Read Science Nonfiction

Science nonfiction gives information about a science topic, like weather.

✓ Look for illustrations. Illustrations are drawings that show information.



Reading Strategy

Make inferences as you read. Use what you know and details from the text to make inferences about what wind does.

76

I Face the Wind

by Vicki Cobb
illustrated by Julia Gorton

Comprehension Coach

STUDENT
TECHNOLOGY



Student
eEdition



Read
with Me



My Vocabulary
Notebook

NGReach.com

Anthology
pages 76–77

Reread and Analyze

3 Build Comprehension Anthology pages 76–77


Read page 76. Ask: *How do illustrations help you as you read science nonfiction?* (Possible response: They give you more information.) Have children use illustrations and details to better understand wind as they reread. Use the **Reread and Analyze** questions on T78–79 to T90–91 as you reread “I Face the Wind.”

See **Differentiate**

Writing

4 Write About the Effects of Wind

Remind children: An **effect** is what happens, and a **cause** is why something happens. Have children choose something that happened in “I Face the Wind” (an effect) that was caused by wind. Have them draw a picture and write one sentence about it. Have children share their pictures and sentences with the class.



WRAP-UP Ask: *Do you agree that the sun is stronger than the wind? Why?* Have children support their answers with examples.

Differentiate

BL Below Level

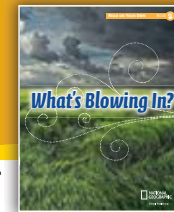
FRONTLOAD Have children listen to the song using the **Read with Me MP3** before conducting the whole-class rereading.

OL On Level

READ TOGETHER Have children track the print as you reread together

AL Above Level

READ ALONG Have children whisper read as you conduct the rereading.



Read On Your Own Book 21

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Read and Spell Words with *oa, ow, -old*
- ✓ Read and Spell Words with Compounds
- ✓ Read and Spell High Frequency Words
- Demonstrate Understanding of Science Nonfiction
- ✓ Identify Cause and Effect
- ✓ Make Inferences

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Vocabulary: Practice Master PM6.12

Read On Your Own Book 21

Cause-and-Effect Chart: Practice Master PM6.13

TECHNOLOGY ONLY

Online Vocabulary Games

Letter Cards

Comprehension Coach

MATERIALS

timer • chart paper • markers

MORNING WARM-UP

Which selection told about the wildest weather?

Children may mention the storm in *Storm is Coming!* or the wind blowing off the roof in "I Face the Wind." After children give their opinions, have them tell how they feel about that kind of weather and what they do during it.

Vocabulary Review

1 Apply Word Knowledge ✓

Have children apply their knowledge of the **Key Words** to play games.

VOCABULARY GAME

Introduce **Picture It**.
Display the **Key Words** and distribute **Vocabulary: Practice Master PM6.12**.

Key Words

blows · fast · feels
outside · power · soft
storm · strong
weather · wind

To play, have small groups secretly choose a **Key Word** and decide how to draw its meaning. A group member quickly creates the drawing on chart paper. Call on a group to present its drawing to the other groups. The group who correctly guesses the **Key Word** earns one point. The first group to collect three points wins.
For Picture It, see BP53.

ONLINE VOCABULARY GAME

NGReach.com Online Vocabulary Games

Power Writing

Have children write as much as they can as well as they can in one minute about the word *strong*.

For **Writing Routine 1**, see page BP56.

COMMON CORE STANDARDS

Reading

Decode Words with *oa, ow, -old* CC.1.Rfou.3

Decode Words with Compounds CC.1.Rfou.3

Writing

Focus on a Topic CC.1.W.5

Speaking and Listening

Participate in Conversations CC.1.SL.1

Language and Vocabulary

Use Conjunctions CC.1.L.1.g

Use Compound Declarative Sentences CC.1.L.1.j

Spell Words with *oa, ow, -old* CC.1.L.2.d

Spell Words with Compounds CC.1.L.2.d

Define Words by Attributes CC.1.L.5.b

Review Phonics and High Frequency Words

Find the Sunshine

Look at the picture with a partner. Take turns reading the sentences. Use your finger to trace the path to the sunshine.

1. First pass the **raindrops**.
2. **Soon** you come to the **boy** in a **raincoat**.
3. Then you see the **snowflakes** in the air.
4. Pass the **snowman**.
5. Hurry to the **goat** on the hilltop.

Legend

- words with *oa*, *ow*, *-old*, and *Compound Words*
- high frequency words

STUDENT TECHNOLOGY

- Vocabulary Games
- Resources

NGReach.com

Read On Your Own Book 21
pages 26–27

Phonics Review

2 Play Find the Sunshine Read On Your Own Book 21 pages 26–27

Read aloud the directions and clues on page 26. Have children take turns reading the sentences on page 26. Pair children and have them play the game. Gather the group and discuss the clues and pictures. Then read the clues below and challenge children to find the words.

- *When it is bright **outside**, it is because there is a lot of this.* (sunshine)
- *When lots of these come down at the same time, you get wet.* (raindrops)
- *This is the opposite of girl.* (boy)
- *You wear this to keep dry in a **storm**.* (raincoat)
- *In the winter, these fall from the sky.* (snowflakes)
- *This is what you breathe.* (air)
- *It is fun to build one of these **outside** in the winter.* (snowman)

Check & Reteach

- OBJECTIVES:** Read and Spell Words with *oa*, *ow*, *-old*
- Read and Spell Words with **Compounds**
- Read and Spell High Frequency Words

As you read aloud the clues, have children raise their hands when they hear a word with *oa*, *ow*, or *-old*. Read the clues again, and have children clap when they hear a compound word. Read the clues a final time and have children tap their desks when they hear a High Frequency Word. Then call on children randomly, say one of the target words, and have them spell the words.

If children misspell words, have partners use **Letter Cards** to practice building, blending, and reading the words.

Name _____ Date _____

Vocabulary

Picture It

1. Form pairs. Choose a pair to be the artists and a pair to be the guessers.
2. The artists secretly select a Key Word.
3. The artists draw a picture to show the word's meaning.
4. The guessers guess what Key Word the picture shows.
5. Switch roles.

weather	storm	blow	feel	soft
wind	fast	strong	outside	power

1.	2.
3.	4.

Keeping Score

If the guessers answer correctly, they get 1 point.
The first pair to get 3 points wins!

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For use with TE, p. T93g **PM6.12** Unit 6 | Up in the Air

NGReach.com Practice Master PM6.12



Daily Language Arts

Daily Spelling & Word Work

Practice options on pages T69k–T69l



Answers Talk About It

- 1. Identify Details** **Wind** is made of air.
- 2. Cause and Effect** When the **wind blows**, the leaves on the trees will shake.
- 3. Main Inferences** You might have to walk at a slant because the **wind** pushes against you.

Name _____ Date _____

Cause-and-Effect Chart

I Face the Wind

Explain the effects of the wind in the story. Use the cause-and-effect chart.

Cause	Effect
The wind blows.	A flag flutters.
	The leaves on the trees shake.
	An umbrella turns inside out.
	A kite stays up.

Tell a partner facts you learned about the wind in "I Face the Wind." Use your cause-and-effect chart.

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[NGReach.com](#) Practice Master PM6.13

Daily Language Arts

Daily Grammar

Point out the conjunctions on **Anthology** page 80 (*but, and*). Model how to use each conjunction to make a compound sentence: *You cannot see the **wind**, but you can **feel** it. You can **feel** the **wind**, and you can see what **wind** does to other things.* Ask what conjunction is used in the directions in **Write About It**. Ask: *What two words does and connect? (illustrations, steps)* Then use the **Review and Assess** on page T69n.

Academic Talk

3 Talk About It Anthology page 94

Have partners answer the **Talk About It** questions. Prompt children to cite evidence from the text or illustrations and use **Key Words** in their responses.

Writing

4 Write About It Anthology page 94

Explain to children that they will retell how to catch air. Read aloud the directions on page 94 and point out the sentence frame. Then model how to complete the frame. Project **Student eEdition** page 86 and explain: *On page 86, the first step in the directions for how to catch air tells me to open a large plastic bag. I can use this information to complete the sentence frame by writing: You can catch air in a plastic bag.* Say to children that when they retell, they should use their own words in the sentences they write. They cannot copy the selection text. Remind them that directions are given in the order the actions are to be completed. Their retellings should also tell about the steps in that order.

Check & Reteach

OBJECTIVE: Demonstrate Understanding of Science Nonfiction

Use the answers to **Talk About It** to monitor comprehension. Also review children's **Write About It** sentences to see if they correctly retell how to catch air.

Have children who do not demonstrate comprehension listen to the selection audio provided in the **Student eEdition**. Use questions from the **Comprehension Coach** to guide comprehension.

Reread and Integrate

5 Find Cause and Effect Anthology page 95

REVIEW Remind children: A **cause** happens first, and an **effect** happens second. *There can be one **cause** that has many **effects**.*

Read aloud the directions on page 95 and model how to complete the chart using the example. Say: *When the **wind blows**, it causes a flag to flutter.* Distribute **Practice Master PM6.13**. Have each child complete the chart. Remind children that the arrows in the chart help them remember the order in which causes and effects happen. Circulate and guide children as they complete their charts.

Have partners share and compare their completed charts. Then as a whole class, have volunteers tell some of the effects that happen when the wind blows. Ask: *What **inferences** could you make about when the **wind** stops **blowing**?* (Possible response: The flag stops fluttering.)

Talk About It

1. What is **wind** made of?

Wind is made of _____.

2. What happens when the wind **blows**?

When the wind blows, _____ will _____.

3. Why might you have to walk at a slant when a **strong** wind blows?

You might have to walk at a slant because _____.

Learn test-taking strategies.
NGReach.com

Write About It

Use the illustrations and steps on pages 86 and 87. Retell how to catch air.

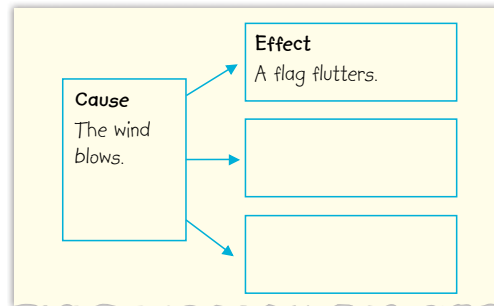
You can catch air _____.



Find Cause and Effect

The wind blows. This is the cause.
What are the effects?

Cause-and-Effect Chart



Use your cause-and-effect chart. Tell a partner facts you learned in *I Face the Wind*.



STUDENT
TECHNOLOGY



Student
eEdition



Resources



Comprehension
Coach



Online
Assessment

NGReach.com

Anthology
pages 94–95

Check & Reteach

OBJECTIVE: Identify Cause and Effect ✓
Make Inferences ✓

Listen to children as they tell the effects of blowing wind.

For children who are unable to identify the effects that happen when the wind blows or are unable to make inferences about what happens when the wind stops blowing, flip through the book and point to an illustration. Ask: *What is happening when the wind blows? What do you think will happen when the wind stops blowing?* Record children's answers as a Key Points List and have children use them to tell about the effects of a blowing wind.

WRAP-UP

Have each child review the contents of their Weekly Folders. Form heterogeneous groups and ask children to use what they've learned to discuss the **Big Question: What's wild about weather?** Add responses to the class concept map. Prompt discussion as needed:

- What is something the **wind** could **blow** away from you?
- What does a **strong wind** sound like?
- How can the **wind** destroy things?

Week 1 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonological Awareness

- Substitute Medial Sounds
- Combine and Segment Syllables

Phonics

- Words with *oa, ow, -old*
- Words with Compounds

High Frequency Words

- Read High Frequency Words

Spelling

- Spell Words with *oa, ow, -old*
- Spell Compound Words
- Spell High Frequency Words

Fluency

- Expression
- Accuracy and Rate

Reading

- Cause and Effect
- Make Inferences

Vocabulary

- Use Science Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Compound Sentences Test
- Write Narrative Sentences

ASSESSMENTS

Foundational Skills Test Unit 6, Week 1

Phonological Awareness

Directions: Read the passage and answer the questions.

Substitute Medial Sounds

Directions: Read the passage and answer the questions.

Combine and Segment Syllables

Directions: Read the passage and answer the questions.

Phonics

Words with *oa, ow, -old*

Directions: Read the passage and answer the questions.

Words with Compounds

Directions: Read the passage and answer the questions.

High Frequency Words

Directions: Read the passage and answer the questions.

Week 1

hurry
boy
turn
soon
air
different

Foundational Skills Test Unit 6, Week 1

Substitute Medial Sounds

Directions: Read the passage and answer the questions.

Combine and Segment Syllables

Directions: Read the passage and answer the questions.

Phonics

Words with *oa, ow, -old*

Directions: Read the passage and answer the questions.

Words with Compounds

Directions: Read the passage and answer the questions.

High Frequency Words

Directions: Read the passage and answer the questions.

Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with *oa, ow, -old*; compound words

- coat It's chilly, so put on your **coat**.
- low Duck your head **low** against the wind.
- fold I will **fold** a scarf around my neck.
- sunglasses You may need **sunglasses** even when it's cold.

High Frequency Words

- air Today the **air** is very cold.
- boy That **boy** is wearing his gloves.
- different Winter is very **different** from summer.
- hurry We will have to **hurry** to finish our fall chores.
- soon Winter may be coming **soon**.
- turn The weather will **turn** much chillier.

More Words

Use these words and sentences for additional Pretest and Test items.

- road There may be ice on the **road**.
- slow Go **slow**, because ice can be dangerous.
- throw **Throw** some salt on the icy sidewalk.
- told The TV weatherman **told** us the rain will freeze.
- snowman I would like to build a **snowman**.
- raindrop Get an umbrella—just felt a **raindrop**!

Oral Reading Assessment Unit 6

A home is on fire! A fire truck must hurry. It speeds on city roads. What if the fire isn't on land? What if it is on a boat? That is different. Then a fireboat must go to fight the fire. Cities on lakes and coasts need fireboats. An old oak sailboat on fire can sink fast. Rowboats can sink fast. Even a big, steel boat can sink! Fireboats can save them all. Fireboats use pumps to soak fires with water. They use foam on some fires. Many fireboats use fire hoses. A fireboat can't be slow. It needs speed to go and turn fast. It might tow boats at times. Fireboats have a big job to do!

Oral Reading Assessment Unit 6

A home is on fire! A fire truck must hurry. It speeds on city roads. What if the fire isn't on land? What if it is on a boat? That is different. Then a fireboat must go to fight the fire. Cities on lakes and coasts need fireboats. An old oak sailboat on fire can sink fast. Rowboats can sink fast. Even a big, steel boat can sink! Fireboats can save them all. Fireboats use pumps to soak fires with water. They use foam on some fires. Many fireboats use fire hoses. A fireboat can't be slow. It needs speed to go and turn fast. It might tow boats at times. Fireboats have a big job to do!

Minute Observations

Oral Reading Assessment Unit 6

Item	Score	Comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Reading Comprehension Test Unit 6, Week 1

Directions: Read the passage. Then answer the questions about the passage.

Summer Storms

Summer storms can happen very fast. It might be sunny in the morning, with just a few small clouds. By afternoon, the air has gotten hotter. Warm air rises. The warm air makes the clouds grow bigger. Some of them get tall and dark. These clouds turn into storms. Next come the wind and rain. Everything gets wet. When the wind blows the clouds away, the sun shines again. The summer storm is over.

Reading Strategy Assessment Unit 6

Check the reading strategies the child used and ask the questions that follow about how the child used the strategy. Use the scale to help you determine how well the child used the strategy. Circle the strategy.

Reading Strategies

Plan	Monitor	Ask Questions
4 3 2 1	4 3 2 1	4 3 2 1
4	4	4
3	3	3
2	2	2
1	1	1

Reading Strategy Assessment Unit 6

Item	Score	Comments
1		
2		
3		
4		

Vocabulary Test Unit 6, Week 1

Directions: Choose the answer that completes the sentence correctly.

- There is a _____ .
 storm
 flower
 market
- The _____ is warm.
 health
 length
 weather
- There is a lot of _____ today.
 fur
 time
 wind

Grammar and Writing Test Unit 6, Week 1

Directions: Choose the answer that completes the sentence correctly.

- The clouds are dark, _____ it looks like it is going to rain.
 or
 but
 and
- Rain is good for plants, _____ we don't like to get wet.
 or
 but
 and
- We can choose to read a book, _____ we can draw.
 or
 but
 and

Writing Rubric

Item	Score	Comments
1		
2		
3		
4		

Foundational Skills Test
A6.5–A6.6

Spelling Pretest/ Spelling Test
See page T69k

Oral Reading Assessment
A6.1–A6.4

Use these passages throughout Unit 6. Work with Below Level readers this week.

Reading Comprehension Test
A6.8–A6.9

Reading Strategy Assessment
LR6.5–LR6.6

Vocabulary Test
A6.10–A6.13

Grammar and Writing Test
A6.14–A6.15

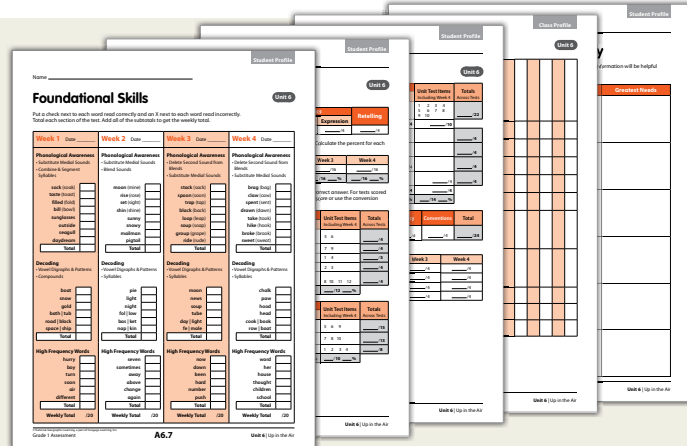
Writing Rubric
A6.57



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE

Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A6.7
- Student Profile: Weekly and Unit Tests** A6.53–A6.54
- Class Profile: Weekly and Unit Tests** A6.55
- Student Profile: Strengths and Needs** A6.56
- Student Profile: Oral Reading Progress Tracker** ONLINE ONLY

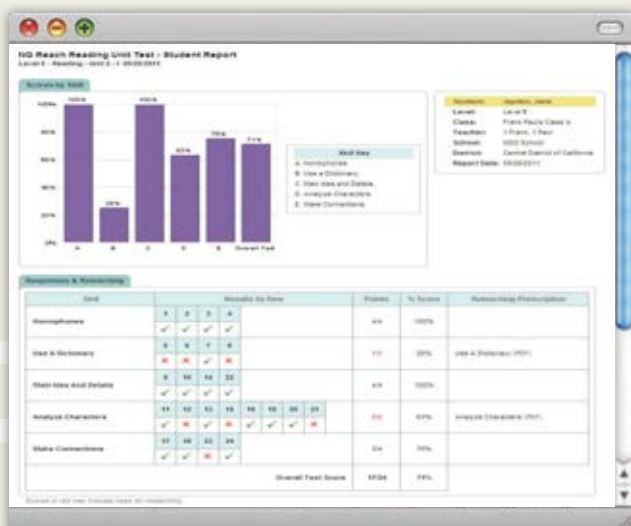
Foundational Skills, Spelling, Fluency

RETEACH

- Phonological Awareness Routine, page BP36
- Phonics/Decoding & Spelling Routines, page BP36
- High Frequency Words Routines, page BP37
- Fluency Routines, page BP40

ADDITIONAL PRACTICE

- Phonics Games [NGReach.com](#)
- Word Builder [NGReach.com](#)
- Activities for Daily Practice, pages BP38–BP39



eAssessment™

ONLINE ONLY

Automated Reports

- Student Profile: Weekly and Unit Assessment**
- Class Profile: Weekly and Unit Assessment**
- Standards Summary Report**

Reading

RETEACH

- Identify Cause and Effect: Reteaching Master RT6.1**
- Make Inferences: Reteaching Master RT6.2**

ADDITIONAL PRACTICE

- Leveled Books, pages LR4–LR12
- Comprehension Coach [NGReach.com](#)

Vocabulary, Grammar and Writing

RETEACH

- Compound Sentences: Reteaching Master RT6.3**
- Interactive Writing Routine**, page BP58

ADDITIONAL PRACTICE


- More Grammar Practice RT6.4


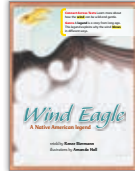
Week 2 Planner


Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend
Decodable Text	Phonological Awareness 🕒 5 minutes	☑ Substitute Medial Sounds T95k CC.1.Rfou.2.a	☑ Substitute Medial Sounds T101a CC.1.Rfou.2.a
	Phonics and Spelling 🕒 20–30 minutes 	Phonics CC.1.Rfou.2.b; CC.1.Rfou.3 ☑ Words with <i>ie, igh</i> T95k Spelling CC.1.L.2.d–e ☑ Words with <i>ie, igh</i> T95g, T95m	Phonics CC.1.Rfou.3–4 ☑ Words with <i>ie, igh</i> T101a Read with Fluency T101c Spelling CC.1.Rfou.3; CC.1.L.2.d–e ☑ Words with <i>ie, igh</i> T95g, T101b
	High Frequency Words 🕒 5–10 minutes	☑ Learn High Frequency Words T95g, T95n CC.1.Rfou.3.g; CC.1.L.2.d	☑ Practice High Frequency Words T95g, T101b Handwriting T101b CC.1.Rfou.3.g; CC.1.L.2.d CC.1.L.1.a

		Read and Comprehend	Reread and Analyze
WHOLE GROUP TIME		Read and Comprehend	Reread and Analyze
Anthology & Big Book	Speaking and Listening 🕒 10 minutes	Preview and Predict T96 CC.1.SL.1	Ask and Answer Questions T101e CC.1.Rinf.4
	Language and Vocabulary 🕒 15–25 minutes	Daily Grammar CC.1.L.1; CC.1.L.1.j ☑ Ask Questions T95i Vocabulary CC.1.Rfou.3 ☑ Use Compound Words T96	Daily Grammar CC.1.L.1; CC.1.L.1.j ☑ Ask Questions T95i Academic Vocabulary CC.1.Rfou.3 ☑ Use Compound Words T101e
	Reading 🕒 20–40 minutes	Read CC.1.Rlit.10 ☑ Shared Reading: Legend T97 	Reread CC.1.Rlit.10 ☑ Shared Reading: Legend T101f Comprehension CC.1.Rlit.9 ☑ Describe Characters' Actions T101e 
	Writing 🕒 15 minutes	Power Writing T96 CC.1.W.5 Writing CC.1.W.5 Write a Question to a Character T100–101	Power Writing T101e CC.1.W.5 Writing CC.1.W.5 Write an Information Question T102

LEVELED READING TIME		Read Book 1	Reread Book 1
Fiction & Nonfiction	🕒 20 minutes 	Introduce LR2 CC.1.Rlit.7; CC.1.Rlit.10; CC.1.Rinf.3; CC.1.Rinf.10 Read LR4–LR11	Read and Integrate Ideas LR2 CC.1.Rinf.10; CC.1.SL.1
		☑ Make Inferences ☑ Classify Details ☑ Cause and Effect	☑ Make Inferences ☑ Classify Details ☑ Cause and Effect

LEARNING STATION TIME		Speaking and Listening	Language and Vocabulary	Writing	Cross-Curricular	Reading and Intervention
🕒 20 minutes 		T95e CC.1.Rlit.2; CC.1.SL.2	T95e CC.1.L.4	T95e CC.1.W.5	T95f CC.1.SL.4	T95f; RT6.5 CC.1.Rfou.3–4; CC.1.W.7

BIG Question What's wild about weather?

Day 3	Day 4	Day 5
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Blend Sounds T102a CC.Rfou.2.b Phonics CC.1.Rfou.3 <input checked="" type="checkbox"/> Words with Syllables T102a Spelling CC.1.L.2.d-e <input checked="" type="checkbox"/> Words with Syllables T95h; T102c <input checked="" type="checkbox"/> Practice High Frequency Words T95h, T102c CC.1.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Blend Sounds T102i CC.Rfou.2.b Phonics CC.1.Rfou.2.b; CC.1.Rfou.3; CC.1.Rfou.4 <input checked="" type="checkbox"/> Words with Syllables T102i Read with Fluency T102k Spelling CC.1.L.2.d-e <input checked="" type="checkbox"/> Words with Syllables T95h; T102i <input checked="" type="checkbox"/> Practice High Frequency Words T95h, T102j CC.1.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T102o Phonics CC.1.Rfou.3 <input checked="" type="checkbox"/> Words with <i>ie, igh</i> and Syllables T102o Spelling CC.1.L.2.d <input checked="" type="checkbox"/> Words with <i>ie, igh</i> and Syllables T95g, T102o <input checked="" type="checkbox"/> Review High Frequency Words T95g, T102o CC.1.Rfou.3.g; CC.1.L.2.d
Listen and Comprehend	Listen and Analyze	Review and Apply
<ul style="list-style-type: none"> Preview and Predict T102e CC.1.SL.1 Daily Grammar CC.1.L.1; CC.1.L.1.j <input checked="" type="checkbox"/> Ask Questions T95j Vocabulary CC.1.Rfou.3 <input checked="" type="checkbox"/> Use Compound Words T102e Read CC.1.Rlit.10 <input checked="" type="checkbox"/> Interactive Read-Aloud: Folk Tale T102e  Power Writing T102e CC.1.W.5 Writing CC.1.W.5 Write About a Character T102h 	<ul style="list-style-type: none"> Compare Characters' Experiences T102n CC.1.Rlit.9 Daily Grammar CC.1.L.1; CC.1.L.1.j <input checked="" type="checkbox"/> Grammar and Writing T95j Vocabulary CC.1.Rfou.3 <input checked="" type="checkbox"/> Use Compound Words T102m Reread CC.1.Rlit.10 <input checked="" type="checkbox"/> Interactive Read-Aloud: Folk Tale T102m  Comprehension CC.1.Rlit.9 <input checked="" type="checkbox"/> Describe Characters' Experiences T102m Power Writing T102m CC.1.W.5 Writing CC.1.W.5 Write About Characters T102n 	<ul style="list-style-type: none"> Relate Readings to the Big Question T103b CC.1.SL.1 Daily Grammar CC.1.L.1; CC.1.L.1.j <input checked="" type="checkbox"/> Review T95j, T103 Vocabulary <input checked="" type="checkbox"/> Review T103 Comprehension CC.1.Rlit.9 <input checked="" type="checkbox"/> Compare Characters' Experiences T103a  Power Writing T102o CC.1.W.5 Writing CC.1.W.5 Write About Characters T103b

Read Book 2 CC.1.Rlit.7; CC.1.Rlit.10; CC.1.Rinf.3; CC.1.Rinf.10
 Introduce LR2
 Read LR4–LR11
 Make Inferences
 Classify Details
 Cause and Effect

Reread Book 2 CC.1.Rlit.7; CC.1.Rlit.10; CC.1.Rinf.3; CC.1.Rinf.10; CC.1.SL.1
 Read and Integrate Ideas LR2
 Make Inferences
 Classify Details
 Cause and Effect

Reading CC.1.W.1–3; CC.1.SL.1.a
 Connect Across Texts LR3
Writing
 Choose a Writing Option LR4–LR11

ASSESSMENT & RETEACHING

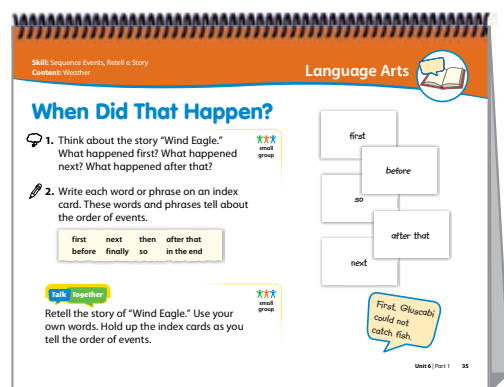


Assessment & Reteaching T103c–T103d
 Foundational Skills A6.16–A6.17 CC.1.Rfou.2.a–c; CC.1.Rfou.3; CC.1.Rfou.3.c
 Spelling Test T95g CC.1.Rfou.3.g; CC.1.L.2.d
 Oral Reading Assessment A6.1–A6.4 CC.1.Rfou.4
 Reading Comprehension Test A6.18–A6.19 CC.1.Rlit.3
 Reading Strategy Assessment LR17–LR18 CC.1.Rinf.10
 Vocabulary Test A6.20–A6.21 CC.1.L.4; CC.1.L.6
 Grammar and Writing Test A6.22–A6.23 CC.1.L.1
 Reteaching Masters RT6.5–RT6.8

Week 2 Learning Stations

Speaking and Listening

Option 1: When Did That Happen?



When Did That Happen?

1. Think about the story "Wind Eagle." What happened first? What happened next? What happened after that?
2. Write each word or phrase on an index card. These words and phrases tell about the order of events.

first next then after that
before finally so in the end

first before after that
so next

First, Okwabi could not catch fish.

PROGRAM RESOURCES & MATERIALS

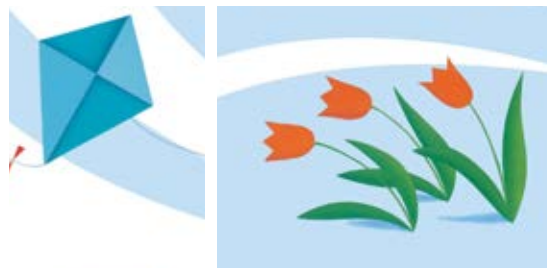
Language and Literacy Teamwork Activities: Card 35

Teacher's Guide on NGReach.com

lined index cards

Retell Stories with Key Details CC.1.Rlit.2
Ask and Answer Questions About Information Presented Through Media CC.1.SL.2

Option 2: Talk about a Windy Day



MATERIALS

colored markers

- Have children work in pairs.
- Have one child describe things that the wind could blow around, such as leaves, a kite, or flags.
- Have the other child draw what he or she hears being described.
- Then have the second child use the drawing to retell what he or she heard.

Retell Stories with Key Details CC.1.Rlit.2

Language and Vocabulary

Key Words

blows · cause · effect · fast · feels · inference
outside · power · soft · storm · strong
weather · wind

Option 1: Vocabulary Games



NGReach.com Online Vocabulary Games

Determine the Meaning of Words CC.1.L.4

Option 2: My Vocabulary Notebook



NGReach.com My Vocabulary Notebook

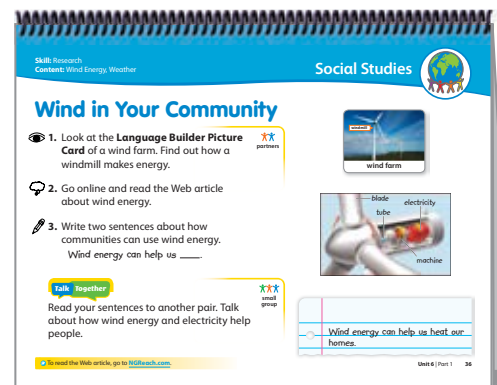
Have children expand word knowledge by:

- adding definitions, synonyms, and antonyms
- looking up words
- writing questions that contain the words.

Determine the Meaning of Words CC.1.L.4

Writing

Option 1: Wind in Your Community



Wind in Your Community

1. Look at the Language Builder Picture Card of a wind farm. Find out how a windmill makes energy.
2. Go online and read the Web article about wind energy.
3. Write two sentences about how communities can use wind energy. Wind energy can help us ____.

Wind energy can help us heat our homes.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 36

Digital Library Image: Language Builder Picture Card B72

Teacher's Guide on NGReach.com

computers

Focus on a Topic CC.1.W.5

Option 2: Day Words



PROGRAM RESOURCES

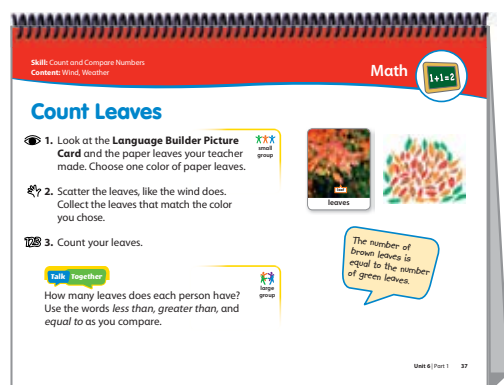
Digital Library Image B16

Display the photo and ask if it shows day or night. Then have children think of compound words that contain the word *day*. (Possible responses: *daydream, everyday, daytime, daylight, someday, weekday*) Have children write sentences for the compound words.

Focus on a Topic CC.1.W.5

Cross-Curricular

Option 1: Count Leaves



Count Leaves

- Look at the Language Builder Picture Card and the paper leaves your teacher made. Choose one color of paper leaves.
- Scatter the leaves, like the wind does. Collect the leaves that match the color you chose.
- Count your leaves.

Talk Together
How many leaves does each person have? Use the words *less than*, *greater than*, and *equal to* as you compare.

The number of brown leaves is equal to the number of green leaves.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities:
Card 37

Language Builder Picture Card B73

Teacher's Guide on [NGReach.com](https://www.ngreach.com)

construction paper leaves: 18 orange, 15 red, 12 brown, 12 green

Describe Events

CC.1.SL.4

Option 2: Windy Biomes



MATERIALS

colored markers or crayons

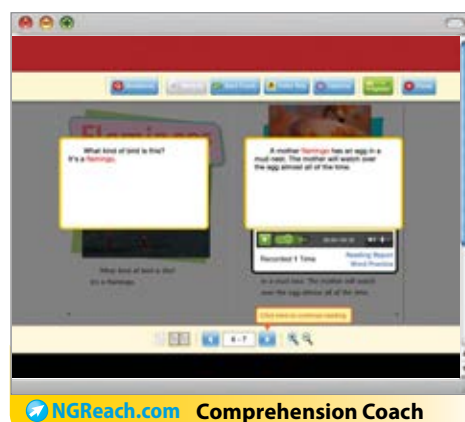
- As a class, list biomes found in the United States, such as forest, mountain, desert, and ocean.
- Remind children that in *Wind Eagle*, strong wind caused problems with fishing.
- Have children illustrate a problem strong wind might cause in a listed biome.
- Have children write captions that name the biome and the problem.

Describe Events

CC.1.SL.4

Reading

Option 1: Comprehension Coach



[NGReach.com](https://www.ngreach.com) Comprehension Coach

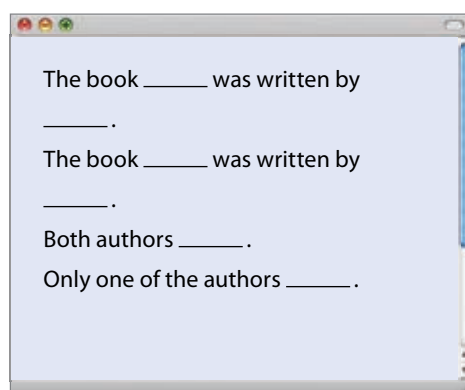
Have children use the software according to their individual needs:

- Read silently and answer questions.
- Listen to fluent models.
- Record their reading and get a fluency report.

Read with Fluency

CC.1.Rfou.4

Option 2: Comparing Authors



The book _____ was written by _____.

The book _____ was written by _____.

Both authors _____.

Only one of the authors _____.

Have partners work together to learn about the authors of two books they have read. A good source of information is the author bibliography in the back of a book. Then have children use the sentence frames shown here to compare the authors.

See **Recommended Reading** on page LR12.

Read with Fluency

CC.1.Rfou.4

Participate in Shared Research and Writing Projects

CC.1.W.7

Intervention

Option 1: Reteach Words with *ie, igh*

Use **Reteaching Routine 1**.

- Display the word.** Post a word with *ie/igh*.
- Say the word:** *night*. Have children repeat.
- Read the word.** Point to *igh* and ask: *What are these letters? What is the sound?*
- Scaffold spelling.** Say: *night. We sleep at night.* Have children repeat word, say first sound, and write the spelling. Repeat for *ie*.

For **Reteaching Routine 1**, see BP36.

Decode Words with *ie, igh*
Read with Fluency

CC.1.Rfou.3
CC.1.Rfou.4

Option 2: Phonics Games



[NGReach.com](https://www.ngreach.com) Online Phonics Games

PROGRAM RESOURCES

Online Phonics Games

Decode Words with *ie, igh*
Read with Fluency

CC.1.Rfou.3
CC.1.Rfou.4

For *Reteaching Masters*, see pages RT6.5–RT6.8.

Additional Resources

ESL Kit



ESL Teacher's Edition pages T95k–T103b

Week 2 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Spell Words with *ie, igh*
- ✓ Spell Words with Syllables
- ✓ Spell High Frequency Words

SUGGESTED PACING

DAY 1	Spelling Pretest
DAY 2–4	Daily Practice Options
DAY 5	Spelling Test

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with *ie, igh*

1. night Once a week, we have a game **night**.
2. die We roll the **die** to see who goes first.

Words with Syllables

3. sunset We start playing at **sunset**.
4. bedroom When we are done, I go to sleep in my **bedroom**.

High Frequency Words

5. above My brother sleeps **above** me in the top bunk.
6. again It is storming **again** outside.
7. away I hope the storm goes **away** so I can sleep.
8. change I can hear the wind **change** direction.
9. seven I wake up for school at **seven**.
10. sometimes **Sometimes** it is hard to sleep when it storms.

More Words

Use these words and sentences for additional Pretest and Test items.

1. high I can hear thunder **high** in the sky.
2. hidden The lightning is **hidden**—we cannot see it.
3. bright It makes the clouds **bright**, though.
4. tries My dad **tries** to help me sleep.
5. lie He tells me to **lie** down and listen to music.
6. button He presses the play **button** so I will not hear the storm.

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM6.17

MATERIALS

scissors

Prepare

Have pairs cut out the **Word Cards** and sort them into piles based on the long *i* spelling (*ie, igh*) they contain.

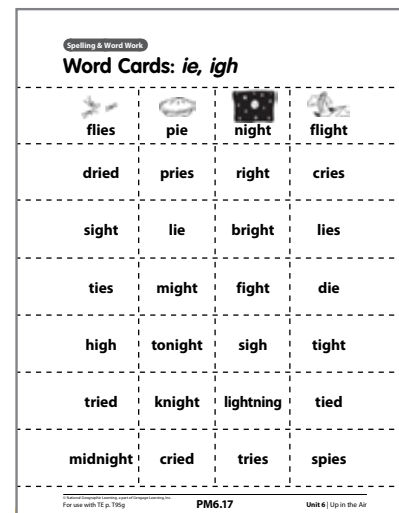
Play a Game

- One child mixes some of the words up while the other child is not looking.
- The partner then tries to find all the misplaced words and re-sort them as quickly as possible.

Extend the activity by having children write one more word that contains the same long *i* spelling they have sorted, adding them to the correct sorted piles

Decode Words with *ie, igh*
 Spell Words with *ie, igh*
 Spell New Words Phonetically

CC.1.Rfou.3
 CC.1.L.2.d
 CC.1.L.2.e



NGReach.com Practice Master PM6.17

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards:
 Practice Master PM6.18

MATERIALS

scissors

Prepare

Have each group cut out one set of **High Frequency Word Cards**. Note that words in the first column are review.

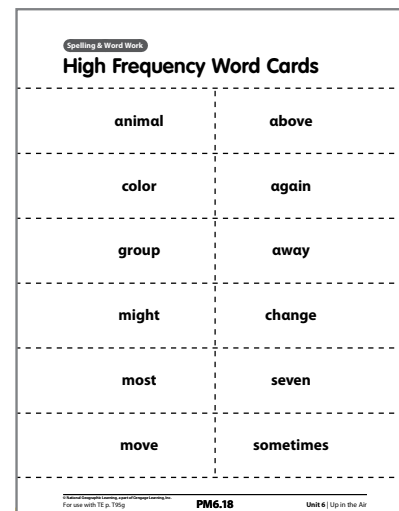
Play a Game

- Groups turn the cards facedown and shuffle them.
- On signal, groups turn the cards over and arrange them in alphabetical order.
- Check the words and assign a point for each correctly alphabetized word.
- Have groups shuffle the cards for another round.

After several rounds, the group with the most points wins.

Spell High Frequency Words

CC.1.L.2.d



NGReach.com Practice Master PM6.18



Odd One Out

Day 3



Option 1

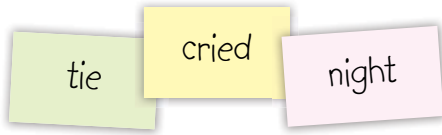
MATERIALS

Word Cards from Day 2 Option 1

Play a Game

- One partner takes all the cards. He or she places three cards down, two of which have the same spelling of the long *i* sound.
- The other partner identifies the odd card—the one that does not match the spelling of the long *i* sound of the other two cards.
- Have partners play for five to ten minutes.

Extend the activity by having children use the words in sentences.



Decode Words with *ie, igh*
Spell Words with *ie, igh*

CC.1.Rfou.3
CC.1.L.2.d

Build Words Online

Day 3

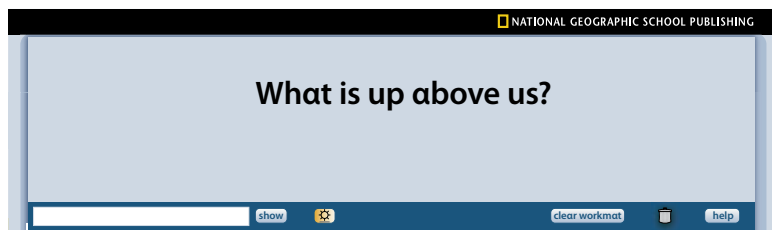


Option 2

Prepare

Have children access **Word Builder** at NGReach.com.

Play a Game



NGReach.com Word Builder

- Have one partner build a question that includes a Spelling Words.
- Have the other partner build a complete sentence answer. It should answer the question using a Spelling Word.
- Have children rotate roles until all the words have been identified.

Decode Words with *ie, igh*
Decode Words with Syllables
Spell Words with *ie, igh*
Spell Words with Syllables
Spell High Frequency Words

CC.1.Rfou.3
CC.1.Rfou.3
CC.1.L.2.d
CC.1.L.2.d
CC.1.L.2.d

Drawing Words

Day 4



Option 1

MATERIALS

colored markers or crayons

Prepare

Display the Spelling Words.

Play a Game

- Have one child start by choosing a word to illustrate.
- The second child must guess the illustrated word and write a sentence using the word. Then he or she chooses another word to illustrate and adds to the drawing to incorporate the word. Share this example: *If my partner draws a picture of a pie, I could choose the card for knight and add to the picture by drawing a knight reaching for the pie.*
- The first child then guesses the new word and writes a second sentence using both words.
- Have children remove the used cards and continue playing until each child has chosen five words.

Spell Words with *ie, igh*
Spell Words with Syllables
Spell High Frequency Words

CC.1.L.2.d
CC.1.L.2.d
CC.1.L.2.d

Guess the Word

Day 4



Option 2

Prepare

Display the Spelling Words.

Play a Game

- Have one child start by choosing a secret word. He or she gives a clue to the word's meaning. Share this example: *If the word I choose is lightning, my clue might be, "I happen in storms."*
- The second child tries to guess the word after one clue. If the guess is incorrect, the first child should give a second clue for the next child. If this child still cannot guess the word, have the first child tell the word and explain the clues. If the guess is correct, have the second child spell the word.
- Then have children switch roles and continue playing until each child has chosen five secret words.



Spell Words with *ie, igh*
Spell Words with Syllables
Spell High Frequency Words

CC.1.L.2.d
CC.1.L.2.d
CC.1.L.2.d

OBJECTIVE

Thematic Connection: Up in the Air

 Ask Questions

COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Simple Interrogative Sentences

CC.1.L.1

CC.1.L.1.j

Day 1

PROGRAM RESOURCES

Ask Questions: eVisual 6.5

Teach the Rules

Use page T100–101 to introduce **yes/no questions**. Explain that the easiest kind of question is one that you can answer with *yes* or *no*. Teach the rules.

Ask Questions

- | | |
|--|--|
| • A question is a sentence that asks something. It ends with a question mark . | Do you like winter?
Does he have boots? |
| • A question can have a short yes/no answer . | Do you like winter? Yes.
Does he have boots? No. |
| • A question can have a longer answer . | Do you like winter? Yes, if there is a lot of snow.
Does he have boots? No, but he can borrow mine. |

 Ask Questions: eVisual 6.5

Play a Game

Have each child ask a yes/no question using these sentence frames: Do you like ____? Do you have ____?

Then have a partner answer the question. Continue play until all children have asked or answered a question.

Differentiate

EL English Learners

ISSUE In Chinese, Hmong, Korean, and Vietnamese, yes/no questions can be formed by adding an element onto a declarative statement.

STRATEGY Give children extra practice using *do* and *does* to form yes/no questions. Use these question sentence frames and insert the main form of a verb:

Do you ____? Does she ____? Do I ____? Do they ____?

Day 2

PROGRAM RESOURCES

Information Questions: eVisual 6.6

Teach the Rules

Use page T102 to introduce **information questions**. Explain that information questions ask for more information about something and cannot be answered with a simple *yes* or *no*. Teach the rules.

Information Questions

- | | |
|---|--|
| • Information questions ask about someone or something. | Who is the weatherman?
Who is the storm chaser?
What is precipitation? |
| • Information questions can begin with who . | Who is the weatherman?
Who is the storm chaser? |
| • Information questions can begin with what . | What is precipitation? |

 Information Questions: eVisual 6.6

Play a Game

Display the words *who* and *what*. Then point to a person or object in the classroom and ask an information question: *What is this flat, white thing? Who is sitting in the first desk by the window?*

Have children answer the questions with more information: a piece of paper, (child's name). Have children continue in small groups until each child has asked and answered at least once.

Differentiate

BL Below Level

ISSUE Children need more practice using the question words *who* and *what* in information questions.

STRATEGY Have pairs of children do the following:

- One child chooses *who* or *what* and asks an information question about someone or something in the classroom.
- The other child answers with a complete sentence. Offer this example: *What is that round thing on the wall? That round thing is a clock.*



Day 3

PROGRAM RESOURCES

More Information Questions:
eVisual 6.7

Build a Question: Practice Master
PM6.22

MATERIALS

small markers for game pieces,
3 per child

Teach the Rules

Use page T102h to review **information questions**. Teach the rules.

More Information Questions

- Information questions may begin with **what**, followed by **do** or **does**.
What do thermometers do?
What does a weatherman do?
- Information questions may begin with **when**.
When will fall arrive?
When is your birthday?
- Information questions may begin with **where**.
Where do you live?
Where is your winter hat?

NGReach.com More Information Questions: eVisual 6.7

Play a Game

Distribute **Practice Master PM6.22**. Read aloud the directions and model:

My partner picks and reads aloud when, bathing suit, and rain. My question is: "When would I wear a bathing suit in the rain?" My partner says, "You might wear a bathing suit in the rain when you are hot."

Have children play until each child asks four questions.

Name _____ Date _____

Grammar: Questions
Build a Question

The first partner puts a marker on a word in each box. The second partner uses the words in a question. The first partner answers the question. Play until each pair has asked and answered four questions.

Box 1			
what	who	where	when
what	who	where	when
what	who	where	when

Box 2			
cloud	coat	mitten	hat
moon	leaves	cricket	swimming pool
bathing suit	eyes	basket	berry

Box 3			
seeds	rain	wind	hair
snow	leaves	birthday	finger
summer	spring	fall	winter

For use with TE p. T95 | **PM6.22** | Unit 6 | Up in the Air

NGReach.com Practice Master PM6.22

Differentiate

BL Below Level

ISSUE Children need extra practice with the question words.

STRATEGY Have children make flash cards to practice *who*, *what*, *when*, and *where*. Have children show a card to a partner. The partner should say a question using the word.

Day 4

PROGRAM RESOURCES

Ask Questions: Practice Master
PM6.24

Grammar and Writing

Use page T102n to model the use of questions in writing. Then distribute **Practice Master PM6.24**. Read the story. Have children find the words in the box that correctly complete each sentence and write them in the blanks.

Name _____ Date _____

Grammar & Writing
Ask Questions

Write words from the box to complete the sentences in the story.

When	What	Who	Where
------	------	-----	-------

Carrie was watching the TV news with her dad. The weather report came on. The weatherman pointed to a map. "_____ is it raining today?" Carrie asked.

"It's raining west of here," answered her dad.

"_____ are you worried about?" She was worried about their picnic on Saturday.

"_____ will it rain here?" asked Carrie. Just then weatherman pointed to a shining sun on the map. "_____ does a shining sun mean?" Carrie asked her dad.

"It means the weather will be sunny," her dad said.

For use with TE p. T95 | **PM6.24** | Unit 6 | Up in the Air

NGReach.com Practice Master PM6.24

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A6.22–A6.23

Review and Assess

See page T103b for a review of questions.

Administer the **Writing, Revising, and Editing Test**.

Day 1 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Substitute Medial Sounds
- ✓ Read and Spell Words with *ie, igh*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 58

Sound/Spelling Cards 5, 7, 8, 13, 34

Words with *ie, igh*: Practice Master PM6.14

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 3,
Tracks 21–22

Word Builder

Phonics Games

MATERIALS

- beanbag
- small chips or coins for counting syllables,
4–5 per child

COMMON CORE STANDARDS

Reading

Distinguish Long from Short
Vowel Sounds CC.1.Rfou.2.a

Blend Sounds to Orally
Produce Words CC.1.Rfou.2.b

Decode Words with *ie, igh* CC.1.Rfou.3

Read Irregularly Spelled Words CC.1.Rfou.3.g

Language and Vocabulary

Spell Words with *ie, igh* CC.1.2.d

Spell New Words Phonetically CC.1.L.2.e

Spell High Frequency Words CC.1.L.2.d

MORNING WARM-UP

Do you think wind is a good thing or a bad thing? Why?

Have children tell about times they have seen wind as a good thing and times when they have seen wind as a bad thing.

Phonological Awareness

1 Substitute Medial Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *sun*.
- **Segment the sounds:** */s/ /ũ/ /n/*. Have children put chips in the sound boxes and repeat each sound.
- **Substitute a sound:** *Let's change /ũ/ to /ī/: /s/ /ī/ /n/*.
- **Say the new word:** *sign*. *Say the new word with me: sign*.

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with *lit/light, shin/shine, moon/mine, knit/night, and mitt/might*.

Check & Reteach

OBJECTIVE: Substitute Medial Sounds ✓

Ask: *If I change the /ō/ to /ī/ in note, what is the new word? (night)*

If children cannot answer, say *note* slowly, holding /ō/ for a few seconds. Then repeat with *night*, holding /ī/ longer. Continue with *kit/kite, wind(i)/wind(i), and pin/pine*.

Phonics

2 Learn Words with *ie, igh* ✓

Sing with Me Phonics Songs Book page 58

Scaffold language. Explain that when talking about the sun and moon, *sets* means “goes down” and *rises* means “goes up.” Play Tracks 21 and 22 and follow the directions. Practice the gestures until children can perform smoothly.

- 1 5 Hold arms high above your head.
- 2 6 Join hands above head to make circle.
- 3 7 Lower arms in circle; raise arms in circle.
- 4 8 Point to sky.



The Sun and the Moon

High above, a very bright light, **1**
Shines all day upon us. **2**
It sets and rises once again. **3**
Look! It's the sun. **4**

High above, a pretty white light **5**
Shines all night upon us. **6**
It sets and rises once again. **7**
Look! It's the moon. **8**

Sing with Me Phonics
Songs Book page 58

Cover up all spellings except *ie* and *igh* on **Sound/Spelling Card 34**. Use **Decoding Routine 1** to connect sound and spellings /i/ie, igh and to blend words.

Step 1 Develop Phonological Awareness	/i/ie, igh
<ol style="list-style-type: none"> Tell children: <i>These words have /i/ at the beginning. These words have /i/ in the middle. These words have /i/ at the end.</i> Tell children: <i>I will say a word. Listen for /i/. If you hear /i/, touch your eyes. If you don't hear it, do not touch your eyes.</i> 	<p>eyes, ice light, white, flies high, pie, sky;</p> <p>rise, night, it, moon, tie, bright, star, cried</p>
Step 2 Associate Sounds and Spellings	
<ol style="list-style-type: none"> Display the picture-only side of Sound/Spelling Card 34. Say: <i>ice</i>. Have children repeat. Say: /i/. Have children repeat. Turn the card over. Point to the <i>ie</i> and <i>igh</i> spellings and name them. Have children repeat. Explain that /i/ can be spelled with <i>i</i> followed by <i>e</i> or <i>i</i> followed by <i>gh</i>. The <i>e</i> and the <i>gh</i> are silent. The sound for /i/ is its own name, /i/. 	 <p>Card 34 ice, /i/, ie, igh</p>
<ol style="list-style-type: none"> Give examples of long <i>i</i> words with <i>ie</i> and <i>igh</i> spellings. 	<p>tie, lie; sigh, sight, light</p>
Step 3 Blend Sound-by-Sound	
<ol style="list-style-type: none"> Write <i>n</i>. Point to <i>n</i> and say: /n/. Have children repeat. Add <i>igh</i>. Point to the <i>igh</i> spelling on Sound/Spelling Card 34. Blend /n/ /i/, sweeping your hand beneath the spellings. Have children blend the sounds with you. Add <i>t</i>. Say: /t/. Model blending the whole word and then have children blend with you. Write and blend <i>pie</i>. Point out the <i>ie</i> spelling on Sound/Spelling Card 34. 	
<ol style="list-style-type: none"> Write and blend other words with <i>ie</i> and <i>igh</i>. 	<p>lie, die, high, bright</p>

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Weekly Folder

- ✓ Writing (T100–101, T102, T102h, T102n, T103b)
- ✓ Characters' Actions: **Practice Master PM6.15**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE Spanish, Vietnamese, Hmong, and Korean have the /i/ sound but no sound/symbol match. Cantonese has a similar but different sound.

STRATEGY Have children:

- tell whether the sound /i/ is used in their home languages
- practice pronouncing /i/f
- trace the letters that stand for /i/ in long *i* words. Write *night*. Have children name the letters *igh* as they trace them in another color. Then have children say *night*, /i/, *i g h*. Continue with these words: *high* (*light*), *sigh* (*pie*), and *lie* (*die*).



Name _____ Date _____

Phonics

Words with ie, igh

Circle the word that names the picture.

1. this thigh three	2. tie tea tight
3. flip flows flies	4. five fight fit
5. nine night note	6. hide hit high

Read It Together We need light to see the pie at night.

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For use with TE p. T95m **PM6.14** Unit 6 | Up in the Air

NGReach.com Practice Master PM6.14

3 Read Words with ie, igh

Read On Your Own Book 22 page 2

Use the **Word Builder** to display the words and sentences shown. Have children blend the words. Point out previously taught High Frequency Word *the* and ask children to read the sentences.

high sigh die
light thigh might
shine twig
lies flight

Dad ties the line tight.
He might make a pie at night.

NGReach.com Word Builder

Have children turn to **Read On Your Own Book 22**, page 2. Review the sound/spellings /i/ie, igh, read the example, and have children echo. Then have partners take turns reading the picture labels. Assign **Practice Master PM6.14** for more practice.

Children can also play **Phonics Games** at NGReach.com to reinforce phonics skills.

4 Spell Words with ie, igh

Use **Dictation Routine 1** to have children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *night*.
- **Segment sounds:** /n/ /i/ /t/. *How many sounds do you hear?* (three)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 7 /n/, 34 /i/, 5 /t/)
- **Repeat the word:** *night*. Have children write the spelling of the word.
- **Write the spelling.** Have children check and correct their spelling. Repeat for *light* and *die* using cards 8 /l/, 34 /i/, 5 /t/, and 13 /d/.

For **Dictation Routine 1**, see page BP35.

Write-On/Wipe-Off Board

Then apply the spelling rule to a complete sentence. Dictate: *Set the plant in the light so it will not die.* Have children chorally repeat and then write the sentence. Write the correct sentence, and have children check and correct.

Check & Reteach

OBJECTIVE: Read and Spell Words with ie, igh

Check dictation sentence for the correct spelling of *light* and *die*. Prompt self-correction. If children spell a word incorrectly, use **Decoding Routine 2** to reteach *ie, igh*. Repeat with this sentence: *This pie tastes just right.*

For **Decoding Routine 2**, see page BP33.

Daily Language Arts
Daily Spelling and Word Work
Practice options on page T95g

**Words with ie, igh**

Look at each picture. Read the words.

Example:



pie



night



flies



light



tie



highway

**Key Words**

Look at the picture.

Read the sentences.

**Sunset**

1. The sun is **above**, far **away** in the sky.
2. It is **seven** o'clock.
3. See the sky **change** as the sun sets.
4. **Sometimes** the sky turns red.
5. The sun will rise **again** the next day.

Where is the sun?
How does the sky
change?

**High Frequency Words**

above
again
away
change
seven
sometimes

Phonics Games
NGReach.com

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Word Builder



Phonics Games

NGReach.com

Read On Your Own Book 22
pages 2–3

High Frequency Words**5 Read and Spell Key Words** Read On Your Own Book 22 page 3

Read aloud page 3 to teach each highlighted word and review known sound/spellings.

Use **High Frequency Words Routine 1**.

- **Say the High Frequency Word:** *away*.
- **Say a sentence with the word:** *My kite flew away.*
- **Say the word again and have children repeat it and then write it.**

For **High Frequency Words Routine 1**, see page BP37.

See **Differentiate**

Have children track print and echo as you reread items 1–5. Reread again, pausing for children to say the High Frequency Words. Then have partners work together to answer the questions.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children chorally read a word from the list on page 3, write the word, and hold up the paper. Scan for misspelling. Repeat for all words.

Guide children to make a list of flash cards for words they need to practice. Pair children who have different words so they can practice the words together. Have children use their flash cards throughout the week as they read and write.

Differentiate**EL English Learners**

ISSUE English learners may not know the meanings of words.

STRATEGY Use the gestures in parentheses and examples in blue to convey word meaning.

above *Above means "over." If I toss a beanbag up above me (toss beanbag up), it is over my head!*

again *Now I toss it again. (Toss beanbag.) That means I toss it a second time.*

away *I toss the beanbag far away. (Toss beanbag across the room.) The beanbag was near me. Now it is far away.*

change *Now I will do something different. I will change what I do. You will toss the beanbag. I will catch it!*

seven (Have seven children stand.) *Seven of you are standing. Let's count. (Count to seven.)*

sometimes *Toss the beanbag to me. (Catch it.) Sometimes I catch the beanbag. Toss it to me again. (Drop it.) Sometimes I drop it!*



Anthology

OBJECTIVES**Thematic Connection: Up in the Air**

✔ Use Compound Words

Preview a Legend to Make Predictions

MATERIALS

timer

Power Writing

Have children write as much as they can as well as they can in one minute about the word *feels*.

For **Writing Routine 1**, see page BP56.

Vocabulary Strategy**1 Use Compound Words** ✔ Anthology page 96

Read aloud the sentence next to the picture. Explain: *A word made up of two smaller words is called a compound word.* Continue reading aloud the explanation. Press your hand onto a table. Say: *Handprint is a compound word. What two words is it made of? (hand, print)* Elicit other examples from children, such as *bookshelf*.

2 Try It Together Anthology page 96

Read aloud the directions and words. Have partners talk about the meaning of each compound word: *raincoat*, *sunglasses*, and *snowman*. Have them discuss each part of the word and how those parts come together to make a new word. Then have partners create and exchange drawings of the words.

See **Differentiate**

Check & Reteach**OBJECTIVE:** Use Compound Words ✔

Ask: *What are the two smaller words in the compound word snowstorm? What is a snowstorm?*

If children cannot identify the two smaller words or provide a definition, write and read aloud *snowstorm*. Pause between the smaller words, and underline *snow* and *storm*. Have children describe *snow* and then *storm*. Then have them suggest a definition of *snowstorm*.

Academic Talk**3 Preview and Predict** Anthology page 97

Read aloud the title. Have children preview pages 98–101. Ask: *What do you think the story will be about?* Have children share their predictions with the class.

Check & Reteach**OBJECTIVE:** Preview a Legend to Make Predictions

Listen as children make and discuss their predictions.

If children give an off-topic prediction, such as “a man in a snowstorm,” ask them to point out the picture or words they used to make their prediction. If they have misinterpreted pictures or text, then restate or explain.

COMMON CORE STANDARDS**Reading**

Read Prose CC.1.Rlit.10
Decode Compound Words CC.1.Rfou.3

Writing

Focus on a Topic CC.1.W.5

Speaking and Listening

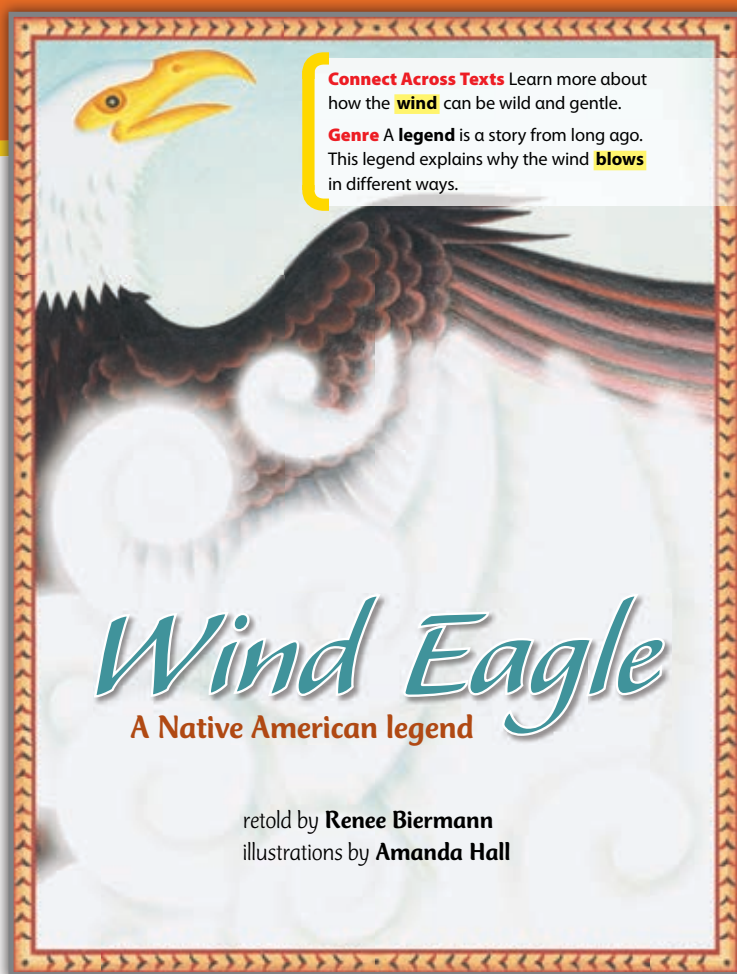
Participate in Conversations CC.1.SL.1

Language and Vocabulary

Use Simple Interrogative Sentences CC.1.L.1.j

Shared Reading**4 Read a Legend** Anthology page 97

CONNECT ACROSS TEXTS Explain: “*I Face the Wind*” was about how **wind** moves things. In this selection, you will learn more about the effects of **wind**. Read aloud **Connect Across Texts**.



Connect Across Texts Learn more about how the **wind** can be wild and gentle.

Genre A **legend** is a story from long ago. This legend explains why the wind **blows** in different ways.

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Wind Eagle

A Native American legend


retold by **Renee Biermann**
illustrations by **Amanda Hall**

Anthology page 97


GENRE Read aloud the genre description. Explain: *A legend is fiction. It is a story from a culture that is retold many times. "Wind Eagle" is a Native American legend.*

REVIEW MAKE INFERENCES Remind children how to make inferences:


How to Make Inferences

 1. Look for details in the pictures and text.

I read _____.

 2. Think about what you know.

I know _____.

 3. Use the details and what you know to make inferences.

And so _____.

Read pages 98–101 to the class. Use the questions on T98–99 to T100–101 to build comprehension on the first read (Day 1) and the second read (Day 2).

Comprehension Focus

FIRST READ

Day 1 Read and Comprehend

- Active Reading
- Critical Thinking

SECOND READ

Day 2 Read and Analyze

- ✓ Describe Characters' Actions
- ✓ Describe Characters' Experiences
- Critical Thinking

Differentiate

EL English Learners

ISSUE Children have difficulty understanding compound words.

STRATEGY Have children first draw pictures of each smaller word in the compound. Then have them draw a picture of the compound word itself.

AL Above Level

ISSUE Children quickly identify and define compound words.

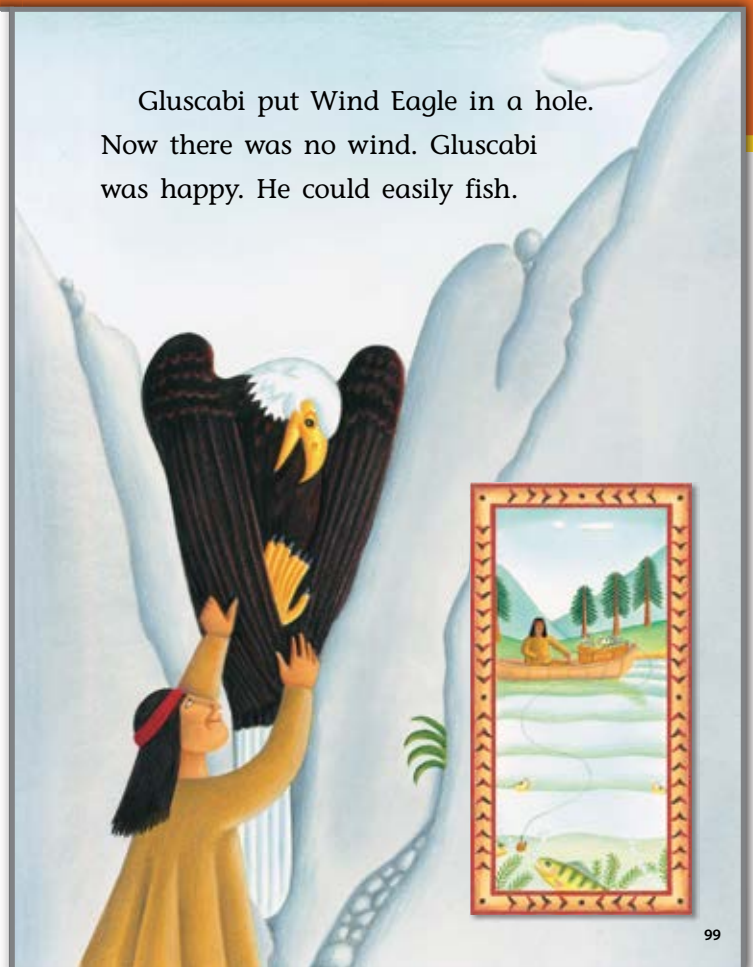
STRATEGY Ask children to create new compounds with the following words: *sun, rain, snow, shine, drop, flake*. Have them share their words with a partner and offer definitions for each word.

Gluscabi could not fish. There was too much wind. The wind pushed his boat. He went to see Wind Eagle. Wind Eagle was making too much wind! **1 3**



98

Gluscabi put Wind Eagle in a hole. Now there was no wind. Gluscabi was happy. He could easily fish.



99

Anthology
pages 98–99

Build Comprehension

FIRST READ

Day 1 Read and Comprehend

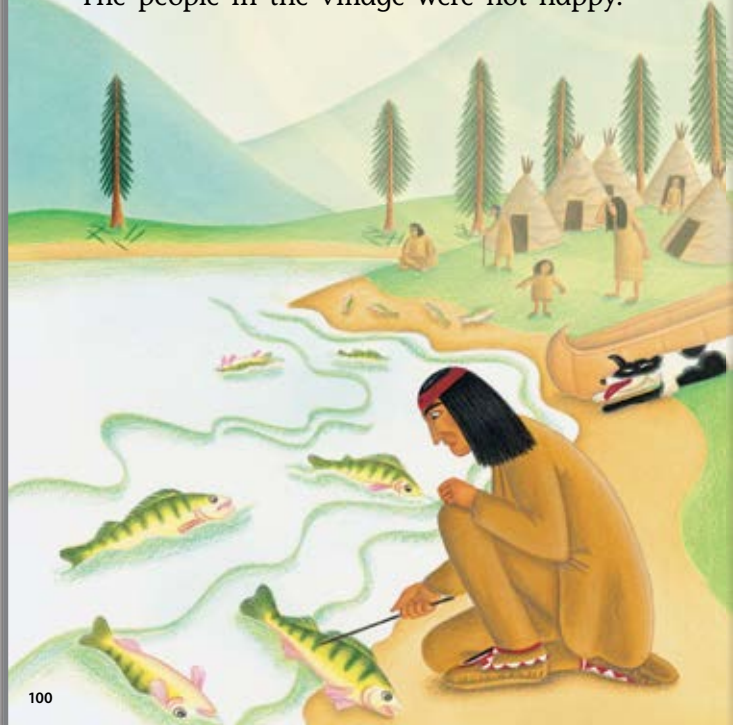
- 1 Active Reading** Model how to change your voice to contrast reading a sentence with a period and a sentence with an exclamation point. Have children echo your intonation.
- 2 Use Visuals** Point to Gluscabi's fishing line. Ask: *What was Gluscabi trying to do here? What was happening? Why?* (He was trying to fish. His line was not going into the water because of the **wind**.)

SECOND READ

Day 2 Read and Analyze

- 3 Describe Characters' Experiences** ✓ *What happens to Gluscabi? Why?* (He is unable to fish because there is too much **wind** pushing his boat.)
- 4 Describe Characters' Actions** ✓ Ask: *What does Gluscabi do after the fish die? Why does he do that?* (He takes Wind Eagle out of the hole because the people and the fish need **wind**.)

Weeks went by. Bad things started to happen because the wind did not blow. Everyone was hot. The fish began to die. The people in the village were not happy.



Gluscabi went to see Wind Eagle. Wind Eagle promised to make gentle winds. So Gluscabi took Wind Eagle out of the hole. **4**

But on some days Wind Eagle forgets his promise. That's why some days **feel** very windy. ❖



Anthology
pages 100–101


Writing

5 Write a Question to a Character

Have children brainstorm questions they would like to ask Gluscabi. Sample questions might include the following:

- What was it like to put the eagle in the hole?
- Do you think you did the right thing?
- How do you feel about Wind Eagle now?

Have partners write a question to Gluscabi. After they have finished, display the questions so that children may review them.



WRAP-UP Ask: *What did you learn today about the sky and **wind**?*
Have children share their ideas.

Daily Language Arts

Daily Grammar

Have children identify the question marks in the sample writing questions. Then use the Daily Grammar lesson on page T95i to teach questions.

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Substitute Medial Sounds
- ✓ Read and Spell Words with *ie, igh*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY


- Write-On/Wipe-Off Boards
- Sound/Spelling Cards 2, 5, 34
- Words with *ie, igh*: Practice Master PM6.15
- Handwriting: Practice Master PM6.16
- Read On Your Own Book 22

TECHNOLOGY ONLY

- Letter Cards
- Word Bank

MATERIALS

- small chips or coins for counting sounds, 4 per child
- index cards, 8 per child



MORNING WARM-UP

What do you see in the day sky? What do you see in the night sky?

Pass out paper to each child and have children fold the paper in half. Ask them to draw the day sky on one side of the fold and the night sky on the other.

Phonological Awareness

1 Substitute Medial Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *rose*.
- **Segment the sounds:** /r/ /ō/ /z/. Model placing a chip in each sound box on the **Write-On/Wipe-Off Board** as you say each sound. Then have children put chips in the sound boxes and repeat each sound.
- **Substitute a sound:** *Let's change /ō/ to /ī/:* /r/ /ī/ /z/.
- **Say the new word:** *rise*. *Say the new word with me: rise.*

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with *brought/bright, wait/white, lick/like, set/sight, and frizz/fries*.

Check & Reteach

OBJECTIVE: Substitute Medial Sounds ✓

Ask: *If I change the /ī/ to /i/ in the middle of spin, what is the new word?* (*spine*)

For children who did not say *spine* when the middle sound was substituted, try doing the exercise backwards. Say *spine* and ask: *What word do we get when we change the /ī/ to /i/ in spine?* (*spin*) Repeat with *slid/sled* and *cake/kick*.

Phonics

2 Read Words with *ie, igh* ✓

REVIEW Display **Sound/Spelling Card 34** and review spellings *ie, igh*. Remind children that the vowel sound is /ī/ and the *e* and the *gh* are silent. Use **Letter Cards** to display *night* and *tie*. Point out the letters *igh* and *ie* in the words. Have children identify the vowel sound in *night* and *tie* (/ī/). Ask children to blend and read the words.



Then say the following words: *light, pie, hose, pin, fight, bright, thing, wild, bike, and cube*. Have children smile if the word has the long *i* vowel sound.

COMMON CORE STANDARDS

Reading

- | | |
|--|---------------|
| Distinguish Long from Short Vowel Sounds | CC.1.Rfou.2.a |
| Blend Sounds to Orally Produce Words | CC.1.Rfou.2.b |
| Decode Words with <i>ie, igh</i> | CC.1.Rfou.3 |
| Read Irregularly Spelled Words | CC.1.Rfou.3.g |
| Read with Fluency | CC.1.Rfou.4 |

Language and Vocabulary

- | | |
|---------------------------------|------------|
| Spell Words with <i>ie, igh</i> | CC.1.2.d |
| Spell High Frequency Words | CC.1.L.2.d |
| Spell New Words Phonetically | CC.1.L.2.e |

3 Spell Words with *ie, igh* ✓

Use **Letter Cards** to build *night* and blend the word with children. Distribute **Letter Cards** and have children build and blend more words with *-igh*. Repeat for word family *ie*. Provide other **Letter Cards** as needed.

Assign **Practice Master PM6.15** for more practice.

-igh	-ie
night	tie
light	pie
tight	die
fight	lie
might	
sight	

Word Bank: *ie, igh*

Check & Reteach

OBJECTIVE: Read and Spell Words with *ie, igh* ✓







Dictate: *Might. She might go with us. Might.* Have children write and chorally spell *might*. If children misspell *might*, review **Sound/Spelling Cards 2 /m/, 34 /i/, and 5 /t/**. Have children sound out the word with you and rewrite the word correctly. Repeat with *pie* and the sentence: *I like to eat pie.*

Name _____ Date _____

Phonics

Words with *ie, igh*

Complete each word so it names the picture.

1.  light	2.  tie
3.  pie	4.  bike
5.  pig	6.  night

Read It Together I tie a flashlight to my bike.

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[NGReach.com](https://www.ngreach.com) Practice Master PM6.15

High Frequency Words

4 Read and Spell Key Words ✓

Display and read these sentences. Then say the underlined word or words:

above	Look up in the branches <u>above</u> us.
sometimes	<u>Sometimes</u> you can see a jay.
again	Do you see it? Look <u>again</u> !
away	There it is! It is flying <u>away</u> !
seven	The jay has <u>seven</u> babies.
change	They will <u>change</u> into big jays.

Reread each sentence have children sigh when they hear the High Frequency Word. Distribute **High Frequency Word Cards** to children. Reread sentences, pausing to let children hold up the card that matches the word. Post one of each card on the Word Wall. Assign **Practice Master PM6.16**.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓

Have children work in pairs, taking turns saying and spelling High Frequency Words. If children misspell words, use **High Frequency Words Routine 2** to reteach the words. For **High Frequency Words Routine 2**, see page BP37.

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

above above above

again again again

away away away

change change

seven seven seven

sometimes sometimes

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[NGReach.com](https://www.ngreach.com) Practice Master PM6.16



Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T95g



Read On Your Own Book 22

Day Sky and Night Sky

by Maya Martinez

sun

The sun rises. It is daytime. Look up. What is in the day sky?

You might see the sun. If the sun is shining, the sky will be bright. Bright sun can mean a hot day.

high clouds

low clouds

clouds

You might see clouds*. Have you seen clouds high in the sky? High clouds look thin and white. Low clouds look fat and fluffy.

Sometimes gray clouds fill the sky. This means rain might come. Clouds can hide the sun. The sun is still in the sky. It is above the clouds.

Legend

— words with *ie, igh*

■ high frequency words

* story words

Read On Your Own Book 22
pages 4–7

Decodable Reading

5 Read “Day Sky and Night Sky” ✓ Read On Your Own Book 22 pages 4–12
Use the photos to preteach the story words *clouds* (page 6), *moon* (page 10), and *stars* (page 11). Use **Decoding Routine 4** to conduct two readings of “Day Sky and Night Sky.” First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 22	Teacher’s Edition
compound words	daytime (page 4) sometimes (pages 7 and 10) nighttime (page 8)	compound words (page T75d)
words with soft <i>g</i>	change (pages 10 and 12)	soft <i>g</i> (page T7d)
words with - <i>y</i>	sky (pages 4, 5, 6, 7, and 9) fluffy (page 6)	- <i>y</i> (page T67b)

* Page numbers in **bold** reference Units 5–8.

SN Special Needs

ISSUE Children need additional practice with *ie, igh* words.

STRATEGY Identify long *i* words spelled with *ie* or *igh* in “Day Sky and Night Sky.” Have children write each example word on an index card. Read aloud each word as children echo. Then reread the story aloud and have children hold up the matching card.

FIRST READ

Day 2 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children do not self-correct, provide corrective feedback. See **Differentiate**

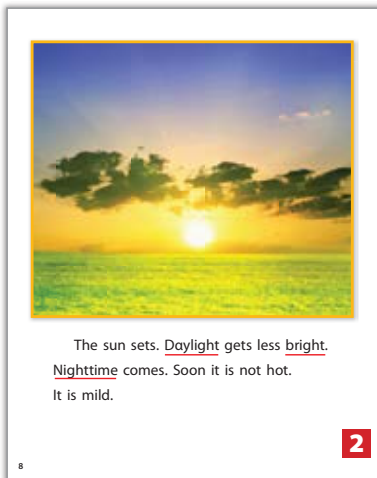
SECOND READ

Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement on accuracy and rate. Use the following questions to build comprehension.

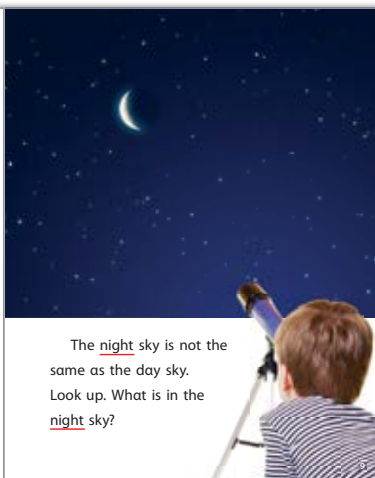
- 1 Identify Details** *What is in the day sky?* (The sun and the clouds are in the day sky.)
- 2 Identify Cause and Effect** *Why can it be hot in the day but mild at night?* (Bright sunlight makes a day hot. When the sun sets, there is no bright sunlight.)
- 3 Make Comparisons** *What is in the night sky?* (The moon and the stars are in the night sky.) *How are the moon and stars alike?* (Possible answers: They are far away. They shine at night.)
- 4 Make Connections** *Which do you like better, the day sky or the night sky? Why?* (Possible answer: the night sky because the stars are pretty).

For **Decoding Routine 4**, see page BP34.



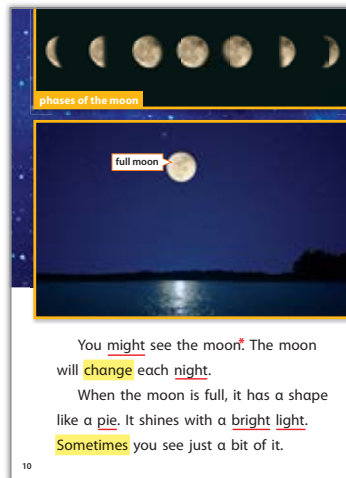
The sun sets. Daylight gets less **bright**.
Nighttime comes. Soon it is not hot.
It is mild.

2



The **night** sky is not the same as the day sky. Look up. What is in the **night** sky?

9



phases of the moon

full moon

You **might** see the moon. The moon will **change** each **night**. When the moon is full, it has a shape like a **pie**. It shines with a **bright** light. **Sometimes** you see just a bit of it.

10



You **might** see stars. Stars are big, but they are far **away**. That is why they seem so small.

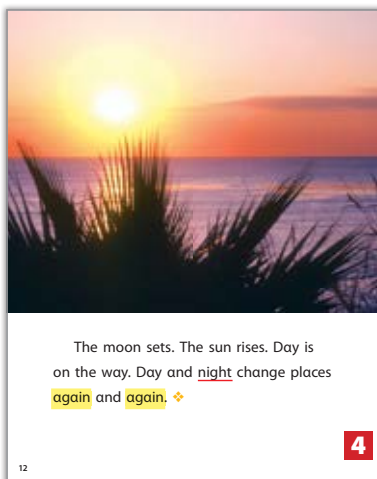
3

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The moon sets. The sun rises. Day is on the way. Day and **night** change places **again** and **again**.

4

Practice Phonics

Words with ie, igh

Read these words.

night	day	light	bright
child	might	dark	boy

Find the words with the long i sound. Use letters to build them. n i g h t

Talk Together Choose words from the box to tell your partner about the sky.

The **day** sky is **bright**.

1. 2.

13

Practice Phonics

6 Words with ie, igh ✓

Read On Your Own Book 22 page 13
Distribute **Letter Cards**. Have partners complete the first activity on page 13.

n	i	g	h	t
l	i	g	h	t

7 Talk Together Read On Your Own Book 22 page 13

Have partners talk about the photos. Encourage them to use the words and the sentence frame. (Possible answers: The day/light/night sky is light/bright/black.)

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from "Day Sky and Night Sky." Note reading speed and miscues.

For children with low reading speeds and many miscues, conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36

Read On Your Own Book 22
pages 8–13



Anthology

OBJECTIVES

Thematic Connection: Up in the Air

- Use Compound Words
- Describe Characters' Actions

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Two-Column Chart: Practice Master PM6.19

MATERIALS

timer

Power Writing

Have children write as much as they can as well as they can in one minute about the word *soft*.

For **Writing Routine 1**, see page BP56.

Vocabulary Practice

1 Use Compound Words

Have children read the **Key Words** list and identify the compound word (**outside**). Ask: *What two words make up the compound word outside? (out, side)* Write and read the words *snowball* and *thunderstorm*. Have partners identify the two words in each compound word and give the meaning of the compound word.

Key Words

blows · fast · feels
 outside · power · soft
 storm · strong
 weather · wind

As children read "Wind Eagle," have them look for and identify a compound word (*everyone* on page 100).

Check & Reteach

OBJECTIVE: Use Compound Words

Ask: *What are the two smaller words in the compound word daytime?*

For children who cannot identify the words that make up *daytime*, have them copy *daytime* and then show where they will cut it to make two words. If they show the right place, have them cut it and repeat each word.

Academic Talk

2 Ask and Answer Questions **Anthology** page 97

Explain to children that they can ask and answer questions to determine the meanings of words. Model: *Is a village a person, place, thing, or idea? Is a village like a town? What do I know about a village? Have I read about a village?* Then have children use the following sentence frames to determine the meanings of the words *promise*, *legend*, *breeze*, *danger*, and *message*:

Is a ____ a person, place, thing, or idea?

Is a ____ like a ____?

What do I know about ____?

Have I read about a ____?

Comprehension

3 Describe Characters' Actions **Anthology** page 99

Explain that an action is something someone does. Ask: *What are some examples of things we do in class?* (write, read, talk, draw) Explain that a character's actions are what a person or animal in a story does.

Explain that readers can identify actions in the text or pictures. Point to page 99 and say: *Here I see that Gluscabi puts Wind Eagle in a hole.* Have children page through "Wind Eagle" and tell more things that Gluscabi and the eagle do. (Gluscabi goes to see Wind Eagle, puts Wind Eagle in a hole, and takes Wind Eagle out of the hole; Wind Eagle makes wind, promises to stop the wind, and forgets his promise.)

COMMON CORE STANDARDS

Reading

Compare Characters	CC.1.Rlit.9
Read Prose	CC.1.Rlit.10
Ask and Answer Questions to	CC.1.Rinf.4

Determine the Meanings of Words

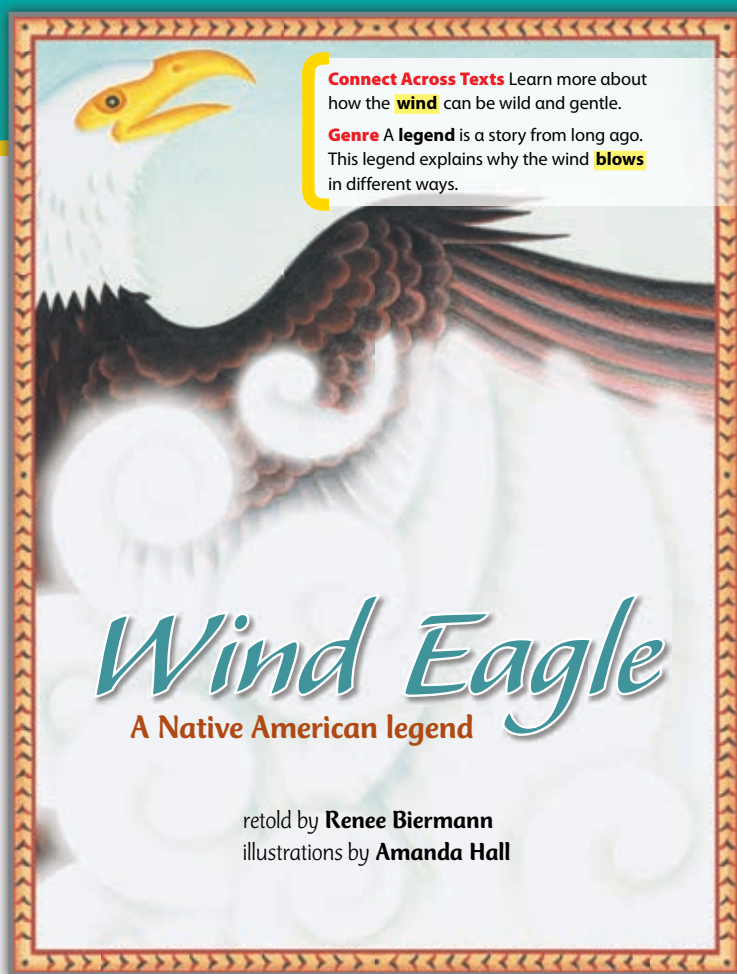
Decode Compound Words	CC.1.Rfou.3
-----------------------	-------------

Writing

Focus on a Topic	CC.1.W.5
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Language and Vocabulary

Use Simple Interrogative Sentences	CC.1.L.1.j
------------------------------------	------------



Connect Across Texts Learn more about how the **wind** can be wild and gentle.

Genre A **legend** is a story from long ago. This legend explains why the wind **blows** in different ways.

STUDENT
TECHNOLOGY



Student
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Anthology page 97

Check & Reteach

OBJECTIVE: Describe Characters' Actions ✓

Ask: *What is a character's action?* (something a person or animal in a story does)

If children do not know how to define or identify a character's action, display pages of "Wind Eagle" as you review the story. As you go through each page, have children point to each thing that Wind Eagle or Gluscabi did.

Reread and Analyze

4 Build Comprehension

Use the **Read and Analyze** questions on pages T98–99 to T100–101 as you reread "Wind Eagle."

See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Have children recall the legend by discussing it with a partner before conducting the whole-class rereading.

OL On Level

READ TOGETHER Have children track the print as you reread together.

AL Above Level

READ ALONG Read page by page. Have children chime in to read the words they know.



Anthology

Name _____ Date _____

Two-Column Chart

Character's Actions

Read Gluscabi's actions. Write the reason for his actions in the chart.

Gluscabi's Actions	Reasons
Gluscabi went to see Wind Eagle.	There was too much wind. Gluscabi couldn't fish.
Gluscabi put Wind Eagle in a hole.	Gluscabi wanted the wind to stop.
Gluscabi went to see Wind Eagle again.	There was no wind. Everyone was hot. The fish were dying.
Gluscabi took Wind Eagle out of the hole.	Wind Eagle promised to make gentle winds.

Choose one of Gluscabi's actions. With a partner, share Gluscabi's reason.

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Respond and Extend

5 Character's Actions Anthology page 102

Read aloud the question on page 102. Explain: *Characters do things for a reason. Let's think about what Gluscabi does in "Wind Eagle" and why.*

Have a volunteer read aloud the first action and reasons. Ask: *What page shows why Gluscabi went to see Wind Eagle?* (page 98) Have a volunteer read aloud the next action. Have partners turn and talk as they look for the reason. Repeat for the remaining actions, and then have children record their answers on **Practice Master PM6.19**.

Check & Reteach

OBJECTIVE: Describe Characters' Actions

Have children name one character action in "Wind Eagle."

If children cannot name an action, point to *put* on page 99 and say: *This is an action verb—it tells what action Gluscabi is doing here.* Have children restate the action. Repeat with *went* on page 101.

6 Talk Together Anthology page 102

Read aloud the **Talk Together**. Prompt a whole-class discussion by asking: *What kind of wild weather did we learn about in "I Face the Wind" and "Wind Eagle"? What is wild about it?* Invite children to discuss wild weather from all their Unit 2 reading.



Character's Action

In *Wind Eagle*, what are the reasons for Gluscabi's actions?

Gluscabi's Actions	Reasons
Gluscabi went to see Wind Eagle.	There was too much wind. Gluscabi couldn't fish.
Gluscabi put Wind Eagle in a hole.	
Gluscabi went to see Wind Eagle again.	
Gluscabi took Wind Eagle out of the hole.	

Talk Together

Think about what you read and learned. What's wild about **weather**?

102

Anthology page 102



Daily Language Arts

Daily Grammar ✓

Use the Daily Grammar lesson on page T95i to teach more about information questions, either before or after children complete the writing activity.

Writing

7 Write an Information Question

Arrange children in small groups. Have partners work together to write a wind question that they can answer by researching facts. Post these examples:

How strong can wind get?

How do people measure wind speed or strength?

Have each group present their question to the class. Encourage children to find the answers during their Learning Station time.

WRAP-UP Have children think back to the descriptions of the sky from the Morning Warm-Up. Ask children what they would add to the descriptions, based on their reading of "Day Sky and Night Sky" and "Wind Eagle."

Day 3 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Blend Sounds
- ✓ Read and Spell Words with Syllables
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Write-On/Wipe-Off Boards
- Sing with Me Phonics Songs Book, page 59
- Phonics Picture Cards 7, 28, 30, 46, 48, 68
- Sound/Spelling Cards 3, 8, 22, 33
- Read On Your Own Book 22
- Syllables: Practice Master PM6.20
- High Frequency Words: Practice Master PM6.21

TECHNOLOGY ONLY

- Sing with Me Phonics Songs MP3 or CD 3, Tracks 21–22
- Word Builder
- Letter Cards

MATERIALS,

small chips or coins for counting sounds, 6 per child

MORNING WARM-UP

What is the wildest weather you have ever heard of?

Form a circle and have children name different kinds of weather they have either experienced or heard about in the news. If they experienced it, have them share their experiences.

Phonological Awareness

1 Blend Sounds ✓

Use **Phonological Awareness Routine 2**.

- **Say a word:** *rainbow*.
- **Segment the sounds:** /r/ /ā/ /n/ /b/ /ō/. Have children place a chip in their sound boxes and repeat each sound.
- **Blend the sounds.** Have children loop their fingers beneath each sound as you slowly blend the word: *rainbow*. Then have them quickly echo the word.

For **Phonological Awareness Routine 2**, see page BP28.

Repeat the routine with *happy, yellow, snowy, weather, wind, and light*.

Check & Reteach

OBJECTIVE: Blend Sounds ✓

Ask: *If I blend the sounds /f/ /ē/ /l/ /z/, what word do I make? (feels)*

If children don't say *feels*, use **Sound/Spelling Cards** 3 /f/, 33 /ē/, 8 /l/, 22 /z/. Have children blend the sounds with you to say the word. Repeat for *strike, above, and sometimes*.

Phonics

2 Learn Syllables ✓

Sing with Me Phonics Songs Book page 59

Play Tracks 23 and 24 and follow the directions. Practice the gestures until children can perform smoothly.

- 1 2 Draw rainbow in the air; smile.
- 3 Draw arcs in rainbow.
- 4 Point up to the rainbow; show seven fingers.

COMMON CORE STANDARDS

Reading

Blend Sounds to Orally Produce Words CC.1.Rfou.2.b

Decode Words with Syllables CC.1.Rfou.3

Read Irregularly Spelled Words CC.1.Rfou.3.g

Language and Vocabulary

Spell Words with Syllables CC.1.L.2

Spell High Frequency Words CC.1.L.2.d

Spell New Words Phonetically CC.1.L.2.e


The Rainbow

A rainbow fills the sunny sky, 1
Sunny sky, sunny sky.
A rainbow fills the sunny sky.
I feel happy! 2

Count the colors up above, 3
Up above, up above.
Count the colors up above.
I count seven! 4

Sing with Me Phonics
Songs Book page 59

Use the routine below to teach VCCV syllable division in order to divide and blend words.

Step 1 Develop Phonological Awareness	VC/CV
<ol style="list-style-type: none"> 1. Tell children: <i>These words have one part, or syllable. These longer words have two syllables. Clap the syllables with me as we say each word.</i> 2. Tell children: <i>I will say a word. Then you clap the syllables as you say the word.</i> 	<p>fills, sky, feel rainbow, sunny, colors</p>
Step 2 Introduce the Pattern	
<ol style="list-style-type: none"> 1. Display the picture-only side of Phonics Picture Card 46. Say: <i>pencil</i>. Have children repeat and tell how many syllables they hear. (two) 2. Turn the card over. Point to the <i>nc</i> in <i>pencil</i>. Tell children: <i>Pencil has two consonants between the vowels e and i</i>. Write and divide the word: <i>pen-cil</i>. Tell children: <i>We divide the word into syllables between the consonants</i>. 3. Write, read, and divide <i>pillow</i>: <i>pil-low</i>. Point out that the two <i>ls</i> between <i>i</i> and <i>o</i> spell one sound, /l/. 	 <p>Card 46: pencil</p> <p>pen cil pill ow</p>
<ol style="list-style-type: none"> 4. Give examples of words with the VC/CV syllable pattern. Explain that some words with this pattern are compound words. Have children identify the compound words. Point out that each smaller word is a syllable. 	<p>rabbit, cannot raincoat, mailbox</p>
Step 3 Blend the Parts	
<ol style="list-style-type: none"> 1. Write <i>tugboat</i> and divide it into syllables. Point out the CVC and CVVC patterns. 2. Blend the sounds in each syllable: /t/ /ü/ /g/ /b/ /ō/ /t/. Have children repeat. 3. Blend the two syllables together: <i>tug-boat</i>, <i>tugboat</i>. 	<p>tug boat</p> <p>tugboat →→→</p> <p>tugboat →→→</p>
<ol style="list-style-type: none"> 4. Repeat for remaining words as you explain: <ul style="list-style-type: none"> • <i>We divide VC/CV words between the consonants.</i> • <i>Some compound words have the VC/CV pattern.</i> 	<p>invent, midweek, sailboat, yellow</p>

See **Differentiate**

Differentiate

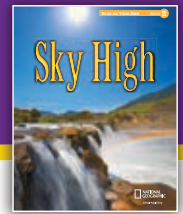
EL English Learners

PHONICS TRANSFER

ISSUE In many languages, there are either no sounds, or only approximate sounds, for the short vowel sounds. In addition, there are no sound/symbol matches for long vowel pairs.

STRATEGY

- Display **Phonics Picture Card 28** (*hat*) word side up. Have children repeat the picture name, *hat*, point to and name the vowel, and say its sound. Repeat for **Phonics Picture Cards 30** (*hen*), **48** (*pig*), **7** (*mop*), and **68** (*cup*).
- Write and read *rain*. Have children repeat: /ā /, *rain*. Repeat for *feet*, *bean*, *pie*, *right*, and *soap*.



Read On Your Own Book 22

Name _____ Date _____

Phonics

Syllables

Draw a line between syllables. Circle the word that names the picture.

1. kitten kidnap	2. button basket
3. cutting cupcake	4. mailbox magnet
5. pencil pigtail	6. mittens meatime
7. rainbow rowboat	8. picnic pretzel

Read It Together I have cupcakes in my basket.

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NGReach.com Practice Master PM6.20

3 Read Words with Syllables Read On Your Own Book 22 page 14

Use the **Word Builder** to project the words and sentences shown. Have children blend the word parts as they did in step 3 on page T102b. Then point out the High Frequency Word *a*.

NGReach.com Word Builder

Have children turn to page 14 of **Read On Your Own Book 22**. Review CVVC syllable division and read the example on page 14 together. Assign **Practice Master PM6.20** for more practice.

4 Spell Words with Syllables

Use **Dictation Routine 2** to have children practice spelling *yellow*, *raincoat*, and *basket* on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *I have lost my yellow hat.*
- **Repeat the sentence.** Children write the sentence as you repeat it several times slowly.
- **Write the sentence.** Children use your sentence to correct their spelling.

For **Dictation Routine 2**, see page BP35.

Write-On/Wipe-Off Board

Repeat the routine with these sentences: *There are six eggs in the basket. I have a red raincoat.*

Check & Reteach

OBJECTIVE: Read and Spell Words with Syllables

Repeat **Dictation Routine 2** with the sentence: *Sometimes I play with my dog.*

If children do not spell *sometimes* correctly, use **Letter Cards** to model spelling. Repeat with this sentence: *I like to throw a beanbag.*

For **Dictation Routine 2**, see page BP35.

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 22 page 15

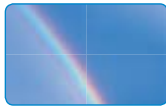
Read aloud page 15. Then reread the sentences. Have children use their arms to make an arc like a rainbow each time they hear a High Frequency Word.



Syllables

Look at each picture. Read the words.

Example:



rainbow



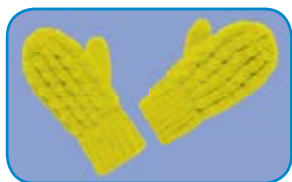
kitten



window



rabbit



yellow mittens



button

Key Words

Read the clues.

Answer the riddle.

High Frequency Words

- above
- again
- away
- change
- seven
- sometimes



What Is It?

1. It is far **away**, high **above** in the sky.
2. It has **seven** colors.
3. **Sometimes** it can **change** from one to two.
4. Take a look **again**.

What seven colors do you see?



Phonics Games
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STUDENT TECHNOLOGY



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Word Builder

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Read On Your Own Book 22
pages 14–15

Have children write the High Frequency Words on cards. Use each word in an oral sentence and have children hold up the High Frequency Word they hear. Together, chant the spelling of each word, and then say the whole word. Assign **Practice Master PM6.21** for more practice.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓

Have partners take turns reading and spelling the High Frequency Words on page 15 of **Read On Your Own Book 22**. Circulate and listen for errors.

If children misspell words, use **High Frequency Words Routine 2** to reteach the words.

For **High Frequency Words Routine 2**, see page BP37.

REVIEW Check children's retention of Unit 5 High Frequency Words. Have children play **Memory** with *eyes, far, small, three, through, under, animal, color, group, might, most, and move*.

- Pair children. Place two sets of word cards in a grid, facedown.
- The first child turns over two cards and reads the words. If the words match, the child keeps the cards. If the words do not match, the child turns the cards over, and the other player takes a turn.
- Play continues until all the cards have been matched.

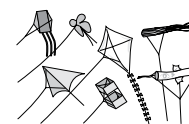
For **Memory Game**, see page BP38.

Name _____ Date _____

High Frequency Words

High in the Sky

Write a word from the box to complete each sentence.



- High Frequency Words
- above
- again
- away
- change
- seven
- sometimes

1. Sometimes these fly above me in the sky.
2. I look up and see seven of them.
3. They change the way they go.
4. They fly one way and then come back again.
5. They have strings so they can't fly away.
What are they?

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PM6.21

Unit 6 | Up in the Air

NGReach.com Practice Master PM6.21



Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T95h

OBJECTIVES**Thematic Connection: Up in the Air**

✔ Use Compound Words

Preview a Folk Tale to Make Predictions

PROGRAM RESOURCES**PRINT & TECHNOLOGY**

Interactive Read-Aloud 11 or Interactive

Read-Aloud 11 PDF R11–R13

MATERIALS

timer

Power WritingHave children write as much as they can as well as they can in one minute about the word *outside*.For **Writing Routine 1**, see page BP56.**Vocabulary Practice****1 Use Compound Words** ✔

Post the **Key Words**. Have children identify the compound word (**outside**). Post new compound words made from the **Key Words** *storm* and *wind*: *windbreaker*, *rainstorm*, *thunderstorm*. Have pairs identify the two words that make up each compound word and define each compound word (windbreaker = something that breaks, or stops, wind, such as a jacket; rainstorm = a storm that includes rain; thunderstorm = a storm that includes thunder). Remind children to use the meaning of the two smaller words to determine the meaning of the compound word.

Key Words

blows · fast · feels · outside
power · soft · storm · strong
weather · wind

Check & Reteach**OBJECTIVE:** Use Compound Words ✔Ask: *What are the two smaller words in the compound word everyone?*

For children who cannot identify the words that make up *everyone*, have them copy *everyone* and then show where they will cut it to make two words. If they show the right place, have them cut it and repeat each word.

Academic Talk**2 Preview and Predict** Interactive Read-Aloud 11 **SCREEN 1**

Have children look at the screen as you read aloud the folk tale's title. Have children predict: *What do you think this folk tale is about?* (Possible responses: lightning and thunder; a sheep and a ram) *Why do you think that?* (Possible response: I hear the words in the title. I see a sheep and a ram.)

Check & Reteach**OBJECTIVE:** Preview a Folk Tale to Make PredictionsAsk: *Do you predict this story is about real weather or real animals?*

If children say yes, explain that a folk tale is fiction. Fiction is not real. Point to pictures of the sheep and ram and identify them as characters named Thunder and Lightning.

COMMON CORE STANDARDS**Reading**

Read Prose CC.1.Rlit.10
Decode Compound Words CC.1.Rfou.3

Writing

Focus on a Topic CC.1.W.5

Speaking and Listening

Participate in Conversations CC.1.SL.1

Language and Vocabulary

Use Simple Interrogative Sentences CC.1.L.1.j

Interactive Read-Aloud**3 Share a Folk Tale** Interactive Read-Aloud 11 **SCREEN 1**

GENRE Explain: *"The Story of Lightning and Thunder" is a folk tale. A folk tale is a very old story that has been told for many years. In folk tales, the characters can be animals or things that can talk and have special powers.*



SCREEN 1

The Story of Lightning and Thunder
Adapted from a **Nigerian Folk Tale** by Cecilia Yang

1 Long ago, Thunder and Lightning lived on Earth. Thunder was a mother sheep. Her son Lightning was a little ram.

"Thunder," said the king, "you are gentle and kind. You and Lightning can live in my village with the people." Thunder and Lightning even got their own house in the center of the village. **2**

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NGReach.com Interactive Read-Aloud

CONNECT ACROSS TEXTS Remind children that the legend “Wind Eagle” is also a very old story. Explain that in “Wind Eagle,” the eagle was an animal character that represented wind. In “The Story of Lightning and Thunder,” there are two animal characters—a sheep and a ram. The sheep represents thunder, and the ram represents lightning. Model setting a purpose: *We can read to find out how these characters are alike and different.* Then allow children time to turn and talk to a partner about any other purpose they want to read for.

Read screens 1–5 to the class. Use the questions on pages T102g–T102h to build comprehension during the first read (Day 3) and second read (Day 4).

Comprehension Focus

FIRST READ

SECOND READ

Day 3 Listen and Comprehend

- Make Predictions
- Active Reading
- Critical Thinking

Day 4 Listen and Analyze

- Describe Characters’ Actions
- Describe Characters’ Experiences
- Critical Thinking

SCREEN 2

Thunder was very happy in the village. But Lightning always got into trouble. He had a very bad temper. Whenever he got angry, he stomped his hooves. He crashed into trees. He even started fires!

"Go away!" said the children in the village. "We do not want to play with you!" **3**



Characters	Experiences and Actions
Thunder	got in trouble
	was happy
Lightning	crashed into trees
	started fires

SCREEN 3

Thunder tried to stop Lightning.

"Lightning! Stop it! You must control your temper!" roared Thunder. Her low voice rumbled across the grassland.

"Hmph!" snorted Lightning. And he stomped and crashed even more. **2**



Characters	Experiences and Actions
Thunder	tried to stop Lightning
	roared "Stop it!"
Lightning	snorted "Hmph!"
	stomped and crashed

Build Comprehension

FIRST READ

Day 3 Listen and Comprehend

- Active Reading** Teach children gestures to indicate the characters Thunder and Lightning. For Thunder, wag a finger to show scolding; for Lightning, stomp your feet. Have children use the appropriate gestures when they hear the characters' names.
- Make Predictions** *What do you think will happen to Thunder and Lightning?* (Possible response: They will have to leave the village because Lightning causes trouble.)

SECOND READ

Day 4 Listen and Analyze

- Describe Characters' Actions** ✓ *How do Thunder and Lightning act differently?* (Thunder is happy. Lightning is angry, stomps, crashes, and starts fires.)
- Describe Characters' Experiences** ✓ *What happens to the villagers?* (They get upset that Lightning burns down their farms.)
- Analyze Cause and Effect** *What causes the king to send Thunder and Lightning away?* (The villagers complain about Lightning's bad behavior.)



SCREEN 4

The villagers went to the king. "Lightning is burning down our farms. We have no food! Thunder and Lightning must go somewhere else." **4**

"Very well," the king said. "I will send them away." He asked Thunder and Lightning to go far away from Earth. **5**

Characters	Experiences and Actions
the king	asked Thunder and Lightning to go away
the villagers	went to the king
	had no food

SCREEN 5

Thunder and Lightning walked until they reached the sky. They have lived there ever since.

Lightning still gets angry sometimes. You can see him flash across the sky like fire. Soon after, you will hear a loud rumble. That sound is Thunder scolding her son.

Can you guess what happened to Lightning? He got into trouble again!

Characters	Experiences and Actions
Thunder	made a loud rumble
Lightning	walked to the sky
	got into trouble
	flashed across the sky

Writing

4 Write About a Character Interactive Read-Aloud 11 SCREEN 1

Have children think about the question they asked Gluscabi in the Day 1 Writing activity. Then have them think of a similar question they could ask of Lightning or Thunder about his or her experience in "The Story of Lightning and Thunder." Give an example, such as: *What made you angry?* Have partners write the question. Then ask: *How would the character answer this question? How do you think Gluscabi would answer the same question?* Have children write the answers each character would give.

Key Words

- blows · fast · feels
- outside · storm
- weather · wind

Remind children to use the **Key Words** when possible in their responses.



Daily Language Arts

Daily Grammar

Point out the question on Screen 5. Then use the Daily Grammar lesson on page T95j to teach interrogative sentences.

WRAP-UP Have children tell how the effects of weather, such as rainbows, lightning, and thunder, affect people.



Read On Your Own Book 22

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Blend Sounds
- ✓ Read and Spell Words with Syllables
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Syllables: Practice Master PM6.23

Read On Your Own Book 22

TECHNOLOGY ONLY

Letter Cards

MATERIALS

small chips or coins for counting sounds, 6 per child

MORNING WARM-UP

Have you ever seen a rainbow? Tell me about it.

Encourage children to tell where they saw the rainbow and have them think about the weather that preceded it.

Phonological Awareness

1 Blend Sounds ✓

Use **Phonological Awareness Routine 2**.

- **Say a word:** *Sunday*.
- **Segment the sounds:** /s/ /ū/ /n/ /d/ /ā/. Have children place a chip in their sound boxes on the **Write-On-Wipe-Off Boards** for each sound they hear as you segment the word.
- **Blend the sounds.** Have children loop their fingers beneath each sound as you slowly blend the word: *Sunday*. Then have them sweep their fingers under the boxes as they echo the word more quickly.

For **Phonological Awareness Routine 2**, see page BP28.

Have children repeat the routine with the words *mailman*, *yellow*, *napkin*, *pigtail*, *happy*, and *sunny*.

Check & Reteach

OBJECTIVE: Blend Sounds ✓

Say: *If I blend the sounds /ch/ /ī/ /p/ what word do I make? (chip)*

If children don't say *chip*, display the word and use **Phonological Awareness Routine 1** to help children identify and isolate individual sounds in it. Once they have isolated each sound, help them blend the word. Repeat with *droplets*, *window*, and *lucky*.

For **Phonological Awareness Routine 1**, see page BP28.

Phonics

2 Read and Spell Words with Syllables ✓

REVIEW Write and read *until* and *railroad*. Ask: *How many syllables, or parts, are in until?* (two) Have children identify the vowels and vowel sounds in *until*. Have children identify the vowels, vowel pairs, and other sounds in *railroad*.

COMMON CORE STANDARDS

Reading

Blend Sounds to Orally Produce Words	CC.1.Rfou.2.b
Decode Words with Syllables	CC.1.Rfou.3
Read Irregularly Spelled Words	CC.1.Rfou.3.g
Read with Fluency	CC.1.Rfou.4

Language and Vocabulary

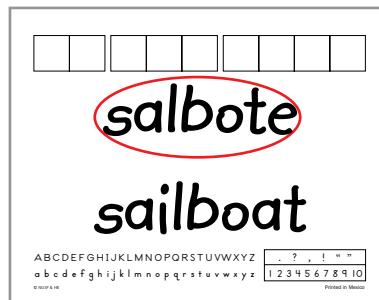
Spell Words with Syllables	CC.1.L.2
Spell High Frequency Words	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e

Have children say the word *follow* with you as they clap the syllables. Ask: *How many syllables do you hear?* (two) Display *follow*. Model how to divide it into syllables and read and blend the parts. Model: *When I see a long word with two consonants between two vowels, I divide the word between the consonants. Then I read each part and blend the parts.* Repeat for *oatmeal*, *attic*, and *steamboat*, framing each syllable as children sound it out. Help them blend the two parts to read each word.

fol low
fol + low = follow

Assign **Practice Master PM6.23** for more practice.

Use **Dictation Routine 2** to have children spell sentences on their **Write-On/Wipe-Off Boards**.



Write-On/Wipe-Off Board

- **Say a sentence:** *Look at the sailboat in the pond!*
- **Repeat the sentence.** Tell children to write the sentence as you repeat it slowly. Ask children to read and check their sentences as you repeat it. *Look at the sailboat in the pond!*
- **Write the sentence.** Have children use it to correct their spelling. Repeat the routine with this sentence: *The pond is very shallow.*

For **Dictation Routine 2**, see page BP35.

High Frequency Words

3 Read and Spell Key Words ✓

Model pronouncing this week's High Frequency Words. Have children chant the words three times as you point to them on the Word Wall: *above, again, away, change, seven, sometimes*. Then have partners take turns saying and spelling the words to each other.

REVIEW Have children play **Clues and Choose** to review words from Unit 5: *eye, far, small, three, through, under, animal, color, group, might, most, move*.

For **Clues and Choose Game**, see page BP39.

Check & Reteach

OBJECTIVES: Read and Spell Words with Syllables ✓
Read and Spell Key Words ✓

Repeat **Dictation Routine 2** with the sentence: *I will change the rug in my bedroom.*
If children have trouble spelling, display a model and have them circle any misspelled words and build them correctly with letter tiles. Repeat with this sentence: *Do not let my kitten run away.*

For **Dictation Routine 2**, see page BP35.

Name _____ Date _____

Phonics

Syllables

Draw a line between the syllables. Circle the word that completes each sentence and write it on the line.

pillow chipmunk

1. A chipmunk is a little animal.

reptile invite

2. It is not a reptile like a snake.

mammal traffic

3. It is a mammal like a dog or a cat.

cannot tunnel

4. It can dig a tunnel to live in.

inside bedtime

5. It stays inside its home when it is cold out.

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For use with TEP, T102 **PM6.23** Unit 6 | Up in the Air

[NGReach.com](https://www.ngreach.com) Practice Master PM6.23



Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T95h



Read On Your Own Book 22

Legend
 — words with VCCV Division
 ■ high frequency words
 * story words

What is a rainbow?
 A rainbow is a band of colors. Follow the band with your eyes.

The band stretches from one side of the sky to the other. Its ends seem to be hidden.

Read On Your Own Book 22
 pages 16–19

How many colors are in a rainbow?
 A rainbow has seven colors. Why? Light helps make a rainbow. Light has seven colors.

Can you name the colors in light?

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 22	Teacher's Edition
words with <i>ow</i> as long o	rainbow (pages 16, 18, 20, 21, 22, 23, and 24) follow (page 16) yellow (page 21)	/ō/ow (page T71b)
words with <i>ai</i> , <i>ay</i>	rains (pages 20, 23, 24) away (page 21) spray (page 23)	/ā/ai (page T3b) /ā/ay (page T3b)
digraphs <i>ch</i> , <i>tch</i>	check (page 23) stretches (page 17)	-ch, -tch (page T133b)

* Page numbers in **bold** reference Units 5–8.

AL Above Level

ISSUE Children can quickly decode the passage.

STRATEGY Ask children to concentrate on phrasing indicated by punctuation, pausing at commas and stopping at periods.

Decodable Reading

4 Read "Rainbows" ✓ Read On Your Own Book 22 pages 16–25

Use the photos to preteach the story words *violet* (page 21) and *waterfall* (page 23). Then use **Decoding Routine 4** to conduct two readings of "Rainbows." First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

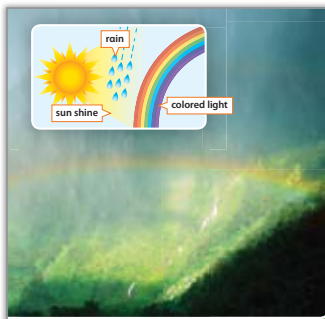
SECOND READ

Day 4 Reread and Comprehend

Have children chorally reread the text. Listen for improvement on rate and accuracy. Use the following questions to build comprehension.

- 1 Identify Details** *What is a rainbow?* (A rainbow is a band of colors.) *Where does a rainbow stretch?* (It stretches from one side of the sky to the other.)
- 2 Identify Cause and Effect** *Why does a rainbow have seven colors?* (The light we can see has seven colors. Light helps make a rainbow.)
- 3 Make Inferences** *Why can you see a rainbow if you spray a hose into the air?* (The water makes droplets. The sunlight shines through the droplets and makes a rainbow.)
- 4 Make Connections** *What is your favorite rainbow color? Why?* (Possible response: I like green because it is the color of grass and leaves.)

For **Decoding Routine 4**, see page BP34.

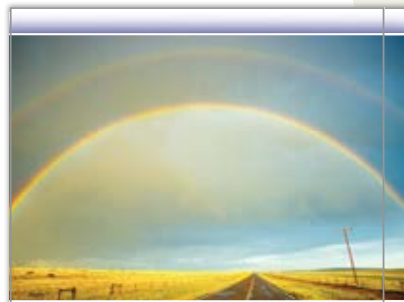


What makes a rainbow?

It rains. Then it gets sunny. The sun shines through the rain droplets.



Look at the sky away from the sun. A rainbow shows up. Red is on the outside. Violet is on the inside. You can see green and yellow in the rainbow, too.



Sometimes two rainbows show up. One rainbow is above the other. You may not see that again.



Where are rainbows?

Check the sky when it rains. Spray a hose into the air. Look at waves in the sea. Watch a waterfall. Rainbows may show up in these places.

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach

NGReach.com

Read On Your Own Book 22
pages 20–25



Not everyone will be lucky and see a rainbow when it rains. If you see a rainbow outside your window, you can feel happy.

Practice Phonics

Syllables

Read these words.

yellow wet sun huge
insect rainbow droplet pillow

Find the words with two syllables. Use letters to build them.

y e l l o w

Talk Together

Choose words from the box to tell your partner about the weather.



-
-
-

Practice Phonics

y	e	l	l	o	w
i	n	s	e	c	t

5 Words with Syllables

Read On Your Own Book 22 page 25

Print, cut out, and distribute **Letter Cards**.

Have partners complete the word-building activity on page 25.

6 Talk Together

Read On Your Own Book 22 page 25

Have partners talk about the photos by filling in the sentence frame with words from the box. (Possible answers: *The sun is yellow/huge; The rainbow is huge; The droplet is wet.*)

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from "Rainbows." Note reading rate and accuracy. Have children who have low reading speeds conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

OBJECTIVES**Thematic Connection: Up in the Air**

- Use Compound Words
- Describe Characters' Experiences

PROGRAM RESOURCES**PRINT & TECHNOLOGY**

Interactive Read-Aloud 11 or Interactive
Read-Aloud 11 PDF R11–R13

MATERIALS

timer

Power Writing

Have children write as much as they can as well as they can in one minute about the word *fast*.

For **Writing Routine 1**, see page BP56.

Vocabulary Practice**1 Use Compound Words** Interactive Read-Aloud 11 **SCREENS 1–5**

Display screen 1 and model how to identify compound words: *A compound word is made up of two smaller words. The word sunshine contains the words sun and shine. It is a compound word.* Have children work in groups. Tell them that there are two compound words in the Interactive Whiteboard. They will have one minute to review each screen and write down the compound words they find. After reviewing, display each screen again and circle words that children identify as compound. (*grassland* on 3; *somewhere* on 4) Provide corrective feedback.

Check & Reteach**OBJECTIVE:** Use Compound Words

Ask children how they know the word *bookstore* is a compound word.

If children have difficulty explaining why it is a compound word, divide it into its two smaller words *book* and *store*. Ask children to define each word. Explain that when the two words are put together, they form a compound word that means “a store that sells books.”

Comprehension**2 Describe Characters' Experiences** Interactive Read-Aloud 11**SCREENS 1–5**

Remind children that a character's actions are what a character does. Explain that characters' experiences are things that happen to them. Guide children to understand that experiences are different from actions, which a person does himself or herself. Give an example from “Wind Eagle”: *Gluscabi put the Eagle in a hole. This is an action—something Gluscabi did. The eagle was in a hole—this is the eagle's experience—something that happened to him.*

Check & Reteach**OBJECTIVE:** Describe Characters' Experiences

Ask: *What is the difference between action and experience?* (Action is something you do; experience is something that happens to you.)

If children answer incorrectly, say: *I put on sunscreen but I got sunburned anyway. The action here is putting on sunscreen because I did that myself. The experience is getting sunburned because that happened to me.*

COMMON CORE STANDARDS**Reading**

Compare Characters	CC.1.Rlit.9
Read Prose	CC.1.Rlit.10
Decode Compound Words	CC.1.Rfou.3

Writing

Focus on a Topic	CC.1.W.5
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Language and Vocabulary

Use Simple Interrogative Sentences	CC.1.L.1.j
------------------------------------	------------

Listen Again and Analyze**3 Build Comprehension** Interactive Read-Aloud 11 **SCREENS 1–5**

Use the **Listen and Analyze** questions on pages T102g–T102h as you reread “The Story of Lightning and Thunder” and practice describing characters' experiences.



SCREEN 1

Thunder was very happy in the village. But Lightning always got into trouble. He had a very bad temper. Whenever he got angry, he stomped his hooves. He crashed into trees. He even started fires!

"Go away!" said the children in the village. "We do not want to play with you!"

Characters	Experiences and Actions
Thunder	got in trouble
	was happy
Lightning	crashed into trees
	started fires

Interactive Read-Aloud

Writing

4 Write About Characters Interactive Read-Aloud 11 SCREENS 1-5

Have children think about the characters' experiences in "The Story of Lightning and Thunder." Remind children that a character's experience is what happens to him or her, not what he or she does. Have children choose one character's experience that they have also experienced (gotten angry, gotten in trouble, forced to leave a place) and write a sentence or two about their similar experiences. Post a sample: I had to leave a movie theater because I was talking.

Academic Talk

5 Compare Characters' Experiences

Have children take turns with a partner telling the story of how Thunder and Lightning ended up in the sky. Ask them to compare these characters' experiences to Gluscabi's experience in "Wind Eagle." Have children discuss how the characters' experiences are the same and different.



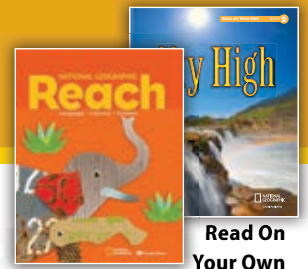
Daily Language Arts

Daily Grammar

Point out the question on screen 5. Then have children complete the Grammar and Writing lesson on page T95j.

WRAP-UP Ask: *What did you learn today about the weather?*
Have children turn and talk.

Day 5 Review and Apply



Anthology

Read On Your Own Book 22

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Read and Spell Words with *ie, igh*
 - ✓ Read and Spell Words with Syllables
 - ✓ Read and Spell High Frequency Words
 - ✓ Compare Characters' Experiences
- Demonstrate Understanding of a Story

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Use Different Sentence Types: Practice Master PM6.25

Read On Your Own Book 22

Interactive Read-Aloud 11 or Interactive Read-Aloud PDF R11–R13

TECHNOLOGY ONLY

Online Vocabulary Games

MATERIALS

timer

MORNING WARM-UP

What did you learn about folk tales and legends?

Ask: *Which story did you like best? Why?* Have children turn and talk.

Read On Your Own Book 22
pages 26–27

Power Writing

Have children write as much as they can as well as they can in one minute about the word *power*.

For **Writing Routine 1**, see page BP56.

Phonics Review

1 **Play Riddle Time** ✓ Read On Your Own Book 22 pages 26–27

Have partners read the riddles and find the items on **Read On Your Own Book 22** pages 26–27. Gather the group and discuss the riddles and pictures. Then have children find (either in clues or directions):

- one word with *y* changed to *i*, and ending *-es* (*flies*)
- two words with *igh* (*bright, high*)
- three words with *i_e* (*rises, sometimes, kite*)
- High Frequency Words *above, again, away, seven, sometimes*.

COMMON CORE STANDARDS

Reading

Decode Words with <i>ie, igh</i>	CC.1.Rfou.3
Decode Words with Syllables	CC.1.Rfou.3
Read Irregularly Spelled Words	CC.1.Rfou.3.g

Writing

Focus on a Topic	CC.1.W.5
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Speaking and Listening

Participate in Conversations	CC.1.SL.1
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Language and Vocabulary

Use Simple Interrogative Sentences	CC.1.L.1.j
Spell Words with <i>ie, igh</i>	CC.1.L.2.d
Spell Words with Syllables	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Check & Reteach

OBJECTIVES: Read and Spell Words with *ie, igh* ✓
 Read and Spell Words with Syllables ✓
 Read and Spell High Frequency Words ✓

Have children follow along as you read aloud pages 26–27 a few times. On the first read, have children raise their hands when they hear long *i* words with *ie*, and *igh*, say the word, and spell it. Repeat for words with VCCV division and for High Frequency Words.

If children misspell a word, write it on a card for them to practice at home.

Sentence Types

There are four **types of sentences**.

Grammar Rules Sentence Types

1. A statement tells something. It ends with a period .	• Gluscabi could not fish. period
2. A question asks something. It ends with an question mark .	• Can you feel the wind? question mark
3. An exclamation shows strong feeling. It ends with an exclamation point .	• There is too much wind! exclamation point
4. A command tells someone to do something. It starts with a verb. It ends with a period or an exclamation point .	• Stop, Wind Eagle! exclamation point

Read a Sentence

What types of sentences are these? How do you know?

It was so hot!

The fish began to die.

Write a Sentence

Write a sentence about today's weather.

Read it aloud.

103

Anthology page 103

STUDENT TECHNOLOGY



Student eEdition



Vocabulary Games



Resources

NGReach.com



VOCABULARY GAME

Introduce **Rivet**. For this variation of Hangman, choose a **Key Word**. Write a blank for each letter of the word. Fill in the blanks one letter at a time, pausing briefly after each letter. Encourage children to guess the word. When someone identifies the word correctly, have that child fill in the remaining blanks.

For **Rivet**, see page BP55.



ONLINE VOCABULARY GAME



NGReach.com Online Vocabulary Games

Vocabulary Review

2 Apply Word Knowledge

Have children apply their knowledge of the **Key Words** to play a game. Display the Spelling Words and the **Key Words**.

Grammar Review

3 Sentence Types Anthology page 103

Read aloud the **Grammar Rules** box. Remind children that each type of sentence has a different purpose. Complete the **Read a Sentence** activity with children.

Ask: "*It was so hot!*" is what type of sentence? What tells you this? (exclamation; ends with an exclamation point) *Tell what kind of sentence this is: The fish began to die.*

(statement) *How do you know?* (It ends with a period.) Have children complete

Write a Sentence.

Then use pages T95i–T95j to review sentence types. Organize children into groups. Have them work together to read the sentences below and identify what type each sentence is.

1. Today is a good day to fly a kite. (statement)
2. It is so windy! (exclamation)
3. Are you ready to go to the park? (question)
4. Put on your shoes. (command)

Assign **Practice Master PM6.25**.

Name _____ Date _____

Grammar: Sentence Types

Use Different Sentence Types

Grammar Rules Plural Nouns

1. A statement tells something.
2. A question asks something.
3. An exclamation shows strong feeling.
4. A command tells someone to do something.

You can play outside in the park today. Work with a partner to write about it.

1. Write a statement that tells what you can do in the park.

I can ride my bike.

2. Write a question about the park.

Possible response: Where is the park?

3. Write to show how you feel about playing in the park.

Possible response: I love playing in the park!

4. Tell your friend to bring something to the park.

Possible response: Bring a ball.

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For use with TE p. T103

PM6.25

Unit 6 | Up in the Air

NGReach.com Practice Master PM6.25

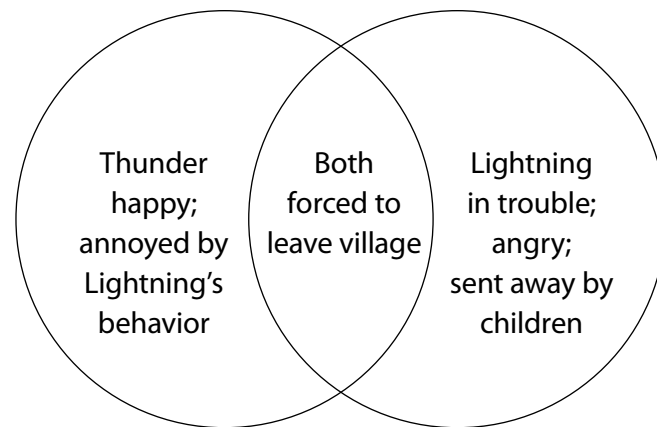
Comprehension

4 Compare Characters' Experiences

Have volunteers retell "Wind Eagle" and "The Story of Lightning and Thunder." Have children turn and tell a partner what they remember about Thunder's and Lightning's experiences. Post a Venn diagram and have children contribute ideas.



Venn Diagram



Challenge children to compare Thunder's and Lightning's experiences to the king's or the villagers' experiences.

Check & Reteach

OBJECTIVE: Compare Characters' Experiences 
Demonstrate Understanding of a Story

Ask: *How did Thunder's and Lightning's experiences stay the same?* (In the end, Lightning still got angry, and Thunder still scolded him.)

If children cannot compare, review Screens 1 and 2. Tell children that Lightning gets angry, and Thunder scolds him. Point to words and pictures that show this. Then reread Screen 5 and have children tell what the characters experience.

Academic Talk

5 Relate Readings to the Big Question

Use **Roundtable**.

Seat children in groups of four around a table.

Have children think about the texts they have read this week. Ask: *What kind of weather did the characters experience?* Also, have children discuss the **Big Question: What's wild about weather?**

Challenge children to answer the question a different way.

For **Roundtable**, see page BP61.



Daily Language Arts

Daily Grammar

Review and Assess on page T95j

Writing

6 Write About Characters

Have children work in the same groups they did for the **Academic Talk** activity. Have each group choose a character from “Wind Eagle” and a character from “The Story of Lightning and Thunder.” Have children compare the two characters’ experiences and write one or two sentences that tell about the characters’ experiences. Provide sentence frames and examples:

_____ and _____ were both _____.


Gluscabi and Lightning were both angry.

Wind Eagle and Lightning were both troublemakers.

_____ was _____, but _____ was _____.

_____ changed in the end, but _____ did not.

Have volunteers read their group’s sentences aloud. Allow children a chance to make comments and ask questions about each other’s sentences.



WRAP-UP Ask children: *Is wild weather always a good thing or a bad thing? Can it sometimes be both?* Have children review their Weekly Folders for ideas and then turn and talk. Then have volunteers add new ideas to the unit concept map.

Week 2 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonological Awareness

- Substitute Medial Sounds
- Blend Sounds

Phonics

- Words with ie, igh
- Words with Syllables

High Frequency Words

- Read High Frequency Words

Spelling

- Spell Words with ie, igh
- Spell Words with Syllables
- Spell High Frequency Words

Fluency

- Expression
- Accuracy and Rate

Reading

- Compare Characters

Vocabulary

- Use Science Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Questions Test
- Write Questions

ASSESSMENTS

Foundational Skills Test Unit 6, Week 2

Phonological Awareness

Directions: Read the passage and answer the questions.

Substitute Medial Sounds

1. The word **leak** has the sound **l** at the beginning. What sound would you hear if you replaced the **l** with the sound **h**?
 pie pea pie pie

Blend Sounds

2. Blend the sounds **l**, **e**, and **a** together to make a word.
 leg leak light

Phonics

3. Circle the word that has the same sound as the word in parentheses.
 (leak) pie pea pie pie

High Frequency Words

4. Read the words and write them in the box.
 seven, sometimes, away, above, change, again

Week 2

seven, sometimes, away, above, change, again

Foundational Skills Test Unit 6, Week 2

1. pay follow

2. pie fol | ow

3. pea fo | llow

4. leg basket

5. leak bas | ket

6. light bask | et

7. nice ba | sket

8. niece napkin

9. night na | pkin

10. night nap | kin

11. night napk | in

Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with ie, igh

- night Once a week, we have a game **night**.
- die We roll the **die** to see who goes first.

Words with Syllables

- sunset We start playing at **sun**set.
- bedroom When we are done, I go to sleep in my **bed**room.

High Frequency Words

- above My brother sleeps **above** me in the top bunk.
- again It is storming **again** outside.
- away I hope the storm goes **away** so I can sleep.
- change I can hear the wind **change** direction.
- seven I wake up for school at **seven**.
- sometimes **Sometimes** it is hard to sleep when it storms.

More Words

Use these words and sentences for additional Pretest and Test items.

- high I can hear thunder **high** in the sky.
- hidden The lightning is **hidden**—we cannot see it.
- bright It makes the clouds **bright**, though.
- tries My dad **tries** to help me sleep.
- lie He tells me to **lie** down and listen to music.
- button He presses the play **button** so I will not hear the storm.

Foundational Skills Test

A6.16–A6.17

Spelling Pretest/Spelling Test

See page T95g

Oral Reading Assessment Unit 6

A home is on fire! A fire truck must hurry. It speeds on city roads. What if the fire isn't on land? What if it is on a boat? That is different. Then a fireboat must go to fight the fire. Cities on lakes and coasts need fireboats. An old oak sailboat on fire can sink fast. Rowboats can sink fast. Even a big, steel boat can sink! Fireboats can save them all. Fireboats use pumps to soak fires with water. They use foam on some fires. Many fireboats use fire hoses. A fireboat can't be slow. It needs speed to go and turn fast. It might tow boats at times. Fireboats have a big job to do!

Oral Reading Assessment Unit 6

A home is on fire! A fire truck must hurry. It speeds on city roads. What if the fire isn't on land? What if it is on a boat? That is different. Then a fireboat must go to fight the fire. Cities on lakes and coasts need fireboats. An old oak sailboat on fire can sink fast. Rowboats can sink fast. Even a big, steel boat can sink! Fireboats can save them all. Fireboats use pumps to soak fires with water. They use foam on some fires. Many fireboats use fire hoses. A fireboat can't be slow. It needs speed to go and turn fast. It might tow boats at times. Fireboats have a big job to do!

Minute Observations

Oral Reading Assessment Unit 6

Item	Score	Comments
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Oral Reading Assessment

A6.1–A6.4

Use these passages throughout Unit 6. Work with On Level readers this week.

Reading Comprehension Test Unit 6, Week 2

Directions: Read the story. Then answer the questions about the story.

Lost in the City

Bob and Grandpa were looking for a store. They were unhappy because they got lost. Then it started to rain! The cars honked. The sounds made Bob jump. It rained hard. Grandpa pulled out a map. They tried to read it, but it got wet. "We need help finding the store," said Grandpa. They saw a police officer. He told them, "The store is on the next street." Bob and Grandpa smiled and said thanks. Now they can finish shopping!

Reading Strategy Assessment Unit 6

Check the reading strategy the child used and ask the questions that follow about how the child used the strategy. Use the table to help you determine how well the child used the strategy. Circle the strategy.

Ask: **What did you do with your reading?**

Plan	Monitor	Ask Questions
4 3 2 1	4 3 2 1	4 3 2 1
4. The child used the strategy to plan for reading. The child used the strategy to plan for reading.	4. The child used the strategy to monitor for understanding. The child used the strategy to monitor for understanding.	4. The child used the strategy to ask questions. The child used the strategy to ask questions.
3. The child used the strategy to plan for reading. The child used the strategy to plan for reading.	3. The child used the strategy to monitor for understanding. The child used the strategy to monitor for understanding.	3. The child used the strategy to ask questions. The child used the strategy to ask questions.
2. The child used the strategy to plan for reading. The child used the strategy to plan for reading.	2. The child used the strategy to monitor for understanding. The child used the strategy to monitor for understanding.	2. The child used the strategy to ask questions. The child used the strategy to ask questions.
1. The child used the strategy to plan for reading. The child used the strategy to plan for reading.	1. The child used the strategy to monitor for understanding. The child used the strategy to monitor for understanding.	1. The child used the strategy to ask questions. The child used the strategy to ask questions.

Reading Strategy Assessment Unit 6

Item	Score	Comments
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Reading Comprehension Test

A6.18–A6.19

Reading Strategy Assessment

LR6.5–LR6.6

Vocabulary Test Unit 6, Week 2

Directions: Read the question. Choose the best answer.

1. What does **basketball** mean?
 a basket made for balls
 a ball that goes in a basket
 a ball that looks like a basket

2. What does **flowerpot** mean?
 a pot for flowers
 a flower from a pot
 a pot that looks like a flower

Grammar and Writing Test Unit 6, Week 2

Directions: Choose the answer that completes the sentence correctly.

1. _____ is she putting on her feet?
 Who
 What
 When

2. _____ she know how to make a snowman?
 Do
 Does

3. _____ does summer start?
 When
 What
 Where

Writing Rubric

Item	Score	Comments
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Vocabulary Test

A6.20–A6.21

Grammar and Writing Test

A6.22–A6.23

Writing Rubric



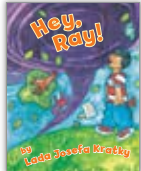

A6.57

Week 3 Planner

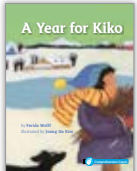
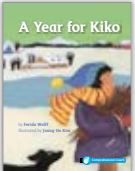
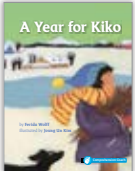
Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend
Decodable Text	Phonological Awareness ⌚ 5 minutes	☑ Delete Second Sounds from Blends T103m CC.1.Rfou.2.c	☑ Delete Second Sounds from Blends T106e CC.1.Rfou.2.c
	Phonics and Spelling ⌚ 20–30 minutes 	Phonics CC.1.Rfou.2.a–b; CC.1.Rfou.3 ☑ Words with <i>oo, ou, ew</i> T103m Spelling CC.1.L.2.d–e ☑ Words with <i>oo, ou, ew</i> T103i, T103o	Phonics CC.1.Rfou.2.a–b; CC.1.Rfou.3–4 ☑ Words with <i>oo, ou, ew</i> T106e ☑ Read with Fluency T106g Spelling CC.1.L.2.d–e ☑ Words with <i>oo, ou, ew</i> T103i, T106f Handwriting T106f
	High Frequency Words ⌚ 5–10 minutes	☑ Learn High Frequency Words T103i, T103p CC.1.Rfou.3.g; CC.1.L.2.d	☑ Practice High Frequency Words T103i, T106f Handwriting T106f CC.1.Rfou.3.g; CC.1.L.2.d CC.1.L.1.a
WHOLE GROUP TIME		Listen and Comprehend	Listen and Analyze
Anthology & Big Book	Speaking and Listening ⌚ 10 minutes	Express Ideas T104 CC.1.SL.4; CC.1.L.6	Make Inferences About Weather T106i CC.1.SL.1; CC.1.L.6
	Language and Vocabulary ⌚ 15–25 minutes	Daily Grammar CC.1.L.1; CC.1.L.1.j ☑ Expand Sentences T103k Science Vocabulary CC.1.L.4 ☑ Learn Key Words T104 calendar cloudy month rainy snowy sunny year	Daily Grammar CC.1.L.1; CC.1.L.1.g; CC.1.L.1.j ☑ Expand Sentences T103k Academic Vocabulary CC.1.L.4 ☑ Learn More Key Words T106i cold cool hot temperature warm
	Reading ⌚ 20–40 minutes	Read CC.1.Rlit.10 ☑ Read-Aloud: Poem T105a Comprehension CC.1.Rlit.7 ☑ Classify Details T105a 	Reread CC.1.Rlit.10 ☑ Read-Aloud: Poem T107a Comprehension CC.1.Rinf.2 ☑ Make Inferences T107a 
	Writing ⌚ 15 minutes	Power Writing T104 CC.1.W.5 Writing CC.1.W.1 Write a Personal Experience T106d	Power Writing T106i CC.1.W.5 Writing CC.1.W.5 Writer's Craft T107b
LEVELED READING TIME		Read Book 1 CC.1.Rlit.7; CC.1.Rlit.10; CC.1.Rinf.3; CC.1.Rinf.10 Introduce LR2 Read LR4–LR11 ☑ Make Inferences ☑ Classify Details ☑ Cause and Effect	Reread Book 1 CC.1.Rlit.7; CC.1.Rlit.10; CC.1.Rinf.3; CC.1.Rinf.10; CC.1.SL.1 Read and Integrate Ideas LR2 ☑ Make Inferences ☑ Classify Details ☑ Cause and Effect
LEARNING STATION TIME			Speaking and Listening T103g CC.1.SL.4–5 Language and Vocabulary T103g CC.1.L.4 Writing T103g CC.1.W.2; CC.1.W.5 Cross-Curricular T103h CC.1.SL.2; CC.1.SL.5 Reading and Intervention T103h; RT6.9 CC.1.Rfou.3–4; CC.1.W.6

BIG Question What's wild about weather?

Day 3	Day 4	Day 5
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Substitute Medial Sounds T107c 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Substitute Medial Sounds T124a 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T125b
<p>Phonics CC.1.Rfou.2.b; CC.1.Rfou.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with <i>ue, ui, u_e, ew</i> T107c <p>Spelling CC.1.L.2.d–e</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with <i>ue, ui, u_e, ew</i> T103j, T107e 	<p>Phonics CC.1.Rfou.2.b; CC.1.Rfou.3–4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with <i>ue, ui, u_e, ew</i> T124a <input checked="" type="checkbox"/> Read with Fluency T124c <p>Spelling CC.1.L.2.d–e</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with <i>ue, ui, u_e, ew</i> T103j, T124a 	<p>Phonics CC.1.Rfou.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with <i>oo, ou, ew, ue, ui, u_e, ew</i> T125b <p>Spelling CC.1.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with <i>oo, ou, ew, ue, ui, u_e, ew</i> T103i, T125b
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T103j, T107f CC.1.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T103j, T124b CC.1.Rfou.3.g; CC.1.L.2.d 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review High Frequency Words T103i, T125b CC.1.Rfou.3.g; CC.1.L.2.d
Read and Comprehend	Reread and Analyze	Review and Apply
<p>Preview and Predict T108 CC.1.SL.1; CC.1.L.1.6</p>	<p>Act Out Kiko's Actions T124e CC.1.SL.1; CC.1.L.1.6</p>	<p>Talk About <i>A Year for Kiko</i> T126 CC.1.SL.1; CC.1.L.1.6</p>
<p>Daily Grammar CC.1.L.1; CC.1.L.1.g; CC.1.L.1.j</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Expand Sentences T103i <p>Vocabulary CC.1.L.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Expand Word Knowledge T108 	<p>Daily Grammar CC.1.L.1; CC.1.L.1.g; CC.1.L.1.j</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grammar and Writing T103i <p>Vocabulary CC.1.L.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Share Word Knowledge T124e 	<p>Daily Grammar CC.1.L.1; CC.1.L.1.g; CC.1.L.1.j</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T103i <p>Vocabulary CC.1.L.5.b</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T125a
<p>Read CC.1.Rlit.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Read Realistic Fiction T109–T124 	<p>Reread CC.1.Rlit.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reread Realistic Fiction T124f <p>Comprehension CC.1.Rlit.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Classify Details T109–T124 <input checked="" type="checkbox"/> Make Inferences T109–T124 <input checked="" type="checkbox"/> Use Sensory Details T124g 	<p>Reread and Integrate Ideas T126</p> <p>Comprehension</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Classify Details T126 <input checked="" type="checkbox"/> Make Inferences T127 
<p>Power Writing T108 CC.1.W.5</p> <p>Writing CC.1.W.1</p> <p>Write About Seasons T124</p>	<p>Power Writing T124e CC.1.W.5</p> <p>Writing CC.1.W.5</p> <p>Writer's Craft T125</p>	<p>Power Writing T125a CC.1.W.5</p> <p>Writing CC.1.W.5</p> <p>Write About It T126</p>
<p>Read Book 2 CC.1.Rlit.7; CC.1.Rlit.10; CC.1.Rinf.3; CC.1.Rinf.10</p> <p>Introduce LR2 Read LR4–LR11</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Make Inferences <input checked="" type="checkbox"/> Classify Details <input checked="" type="checkbox"/> Cause and Effect 	<p>Reread Book 2 CC.1.Rlit.7; CC.1.Rlit.10; CC.1.Rinf.3; CC.1.Rinf.10; CC.1.SL.1</p> <p>Read and Integrate Ideas LR2</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Make Inferences <input checked="" type="checkbox"/> Classify Details <input checked="" type="checkbox"/> Cause and Effect 	<p>Reading CC.1.W.1–3; CC.1.SL.1.a</p> <p>Connect Across Texts LR3</p> <p>Writing</p> <p>Choose a Writing Option LR4–LR11</p>

ASSESSMENT & RETEACHING



<p>Assessment & Reteaching T127a–T127b</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Foundational Skills A6.24–A6.25 CC.1.Rfou.2.a–c; CC.1.Rfou.3; CC.1.Rfou.3.c <input checked="" type="checkbox"/> Spelling Test T103i CC.1.Rfou.3.g; CC.1.L.2.d–e <input checked="" type="checkbox"/> Oral Reading Assessment A6.1–A6.4 CC.1.Rfou.4 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading Comprehension Test A6.26–A6.27 CC.1.Rlit.3 <input checked="" type="checkbox"/> Reading Strategy Assessment LR17–LR18 CC.1.Rinf.10 <input checked="" type="checkbox"/> Vocabulary Test A6.28–A6.31 CC.1.L.4; CC.1.L.6 <input checked="" type="checkbox"/> Grammar and Writing Test A6.32–A6.33 CC.1.L.1 <p>Reteaching Masters RT6.9–RT6.12</p>
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Week 3 Learning Stations

Speaking and Listening

Option 1: What's in Kiko's Closet?



What's in Kiko's Closet?

1. Think about the story "A Year for Kiko." What does Kiko wear in each season?
2. Look at the Language Builder Picture Cards.
3. Draw Kiko's closet. Divide it into four parts. Label each part with a season word.
4. Cut out pictures of clothes. Sort them into seasons. Glue them into Kiko's closet.

Talk together
Talk about the clothes in Kiko's closet.
Kiko wears _____ in _____ because _____.

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 38

Digital Library Image: Language Builder Picture Cards B74–B77

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

colored markers • magazines • scissors • glue

Describe Things CC.1.SL.4
Add Visuals to Clarify CC.1.SL.5

Option 2: Sensing the Seasons



In summer I feel warm sand on my feet.

MATERIALS

colored markers or crayons

Have children work in small groups. Assign a season to each group.

- Groups brainstorm about what they see, smell, hear, feel, and taste in that season.
- Then the group draws pictures and writes captions to describe the season. There should be one picture for each of the five senses.

Describe Things CC.1.SL.4
Add Visuals to Clarify CC.1.SL.5

Language and Vocabulary

Key Words

calendar • classify • cloudy • cold • cool
guess • hot • month • rainy • snowy • sunny
temperature • warm • year

Option 1: Vocabulary Games



[NGReach.com](https://www.ncreach.com) Online Vocabulary Games

Determine the Meaning of Words CC.1.L.4

Option 2: My Vocabulary Notebook



[NGReach.com](https://www.ncreach.com) My Vocabulary Notebook

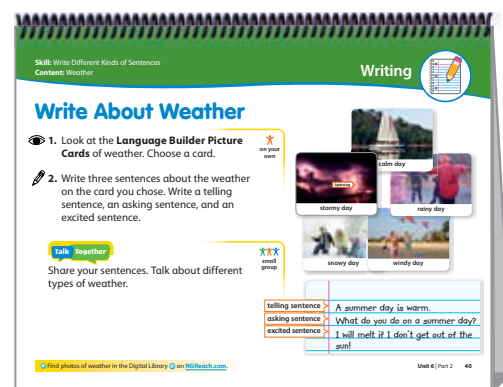
Have children expand word knowledge by

- looking up words
- adding synonyms, antonyms, and images
- using the words in compound sentences about weather

Determine the Meaning of Words CC.1.L.4

Writing

Option 1: Write About Weather



Write About Weather

1. Look at the Language Builder Picture Cards of weather. Choose a card.
2. Write three sentences about the weather on the card you chose. Write a telling sentence, an asking sentence, and an excited sentence.

Talk together
Share your sentences. Talk about different types of weather.

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 40

Digital Library Image: Language Builder Picture Cards B67–B71

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

Write Explanatory Text CC.1.W.2
Focus on a Topic CC.1.W.5

Option 2: Explain a Calendar Page



PROGRAM RESOURCES & MATERIALS

Digital Library Image: Language Builder Picture Card B78

calendar page of the current month

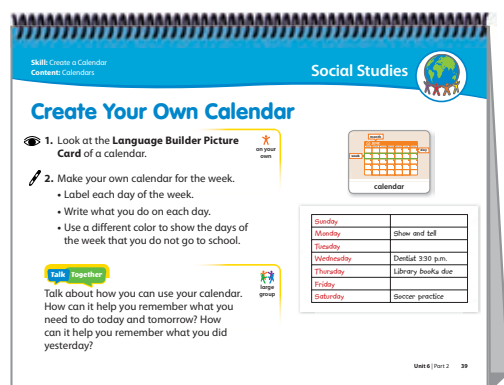
Have children look at a calendar page of the current month. Have them find the name of the month, the name of the day for a particular date, and the number of days in the month.

Then display the photo and have children write about the month of June.

Write Explanatory Text CC.1.W.2
Focus on a Topic CC.1.W.5

Cross-Curricular

Option 1: Create Your Own Calendar



Skills: Create a Calendar
Content: Calendar

Social Studies

Create Your Own Calendar

- Look at the **Language Builder Picture Card** of a calendar.
- Make your own calendar for the week.
 - Label each day of the week.
 - Write what you do on each day.
 - Use a different color to show the days of the week that you do not go to school.

calendar

Sunday	Show and tell
Monday	
Tuesday	Dental 3:30 p.m.
Wednesday	Library bookle due
Thursday	
Friday	Senior practice
Saturday	

Talk Together
Talk about how you can use your calendar. How can it help you remember what you need to do today and tomorrow? How can it help you remember what you did yesterday?

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 39

Digital Library Image: Language Builder Picture Card B78

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

colored markers

Ask and Answer Questions	CC.1.SL.2
Add Visuals to Clarify	CC.1.SL.5

Option 2: Winter Is Coming!



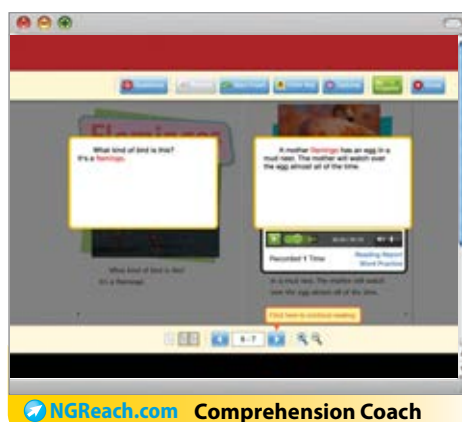
Have children go to Resources > Unit 6 > Learning Stations > Week 3 > Arctic Animals on [NGReach.com](https://www.ncreach.com).

- Ask how Arctic animals get ready for winter. Discuss how local animals prepare.
- Have each child draw an Arctic or local animal getting ready for the winter.
- Have children discuss their drawings in small groups.

Ask and Answer Questions	CC.1.SL.2
Add Visuals to Clarify	CC.1.SL.5

Reading

Option 1: Comprehension Coach



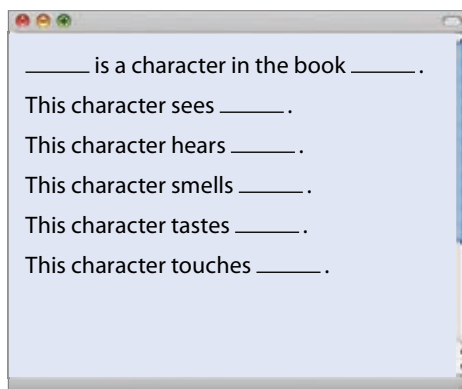
[NGReach.com](https://www.ncreach.com) Comprehension Coach

Have children use the software according to their individual needs:

- Read silently and answer questions.
- Listen to fluent models.
- Record their reading and get a fluency report.

Read with Fluency	CC.1.Rfou.4
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Option 2: Sensory Details



_____ is a character in the book _____.

This character sees _____.

This character hears _____.

This character smells _____.

This character tastes _____.

This character touches _____.

Have children use these sentence frames to describe sensory details in a book they have read. (All five senses may not be covered in some cases.)

See **Recommended Reading** on page LR12.

Read with Fluency	CC.1.Rfou.4
Use Technology in Writing	CC.1.W.6

Intervention

Option 1: Reteach Words with *ue, ui, u_e, ew*

PROGRAM RESOURCES

Use **Reteaching Routine 1**.

- Display a word.** Post a word with *ue, ui, u_e, or ew*: *clue, suit, tube, or few*.
- Say the word:** *suit*. Have children repeat.
- Read the word.** Point to the letters *ui*. Ask: *What are these letters? What is the sound?*
- Scaffold spelling.** Say: *suit. Dad wore a suit*. Have children say the word and first sound, then write it. Repeat for remaining sounds.

For **Reteaching Routine 1**, see page BP36.

Decode Words with <i>ue, ui, u_e, ew</i>	CC.1.Rfou.3
Read with Fluency	CC.1.Rfou.4

Option 2: Phonics Games



[NGReach.com](https://www.ncreach.com) Online Phonics Games

Decode Words with <i>ue, ui, u_e, ew</i>	CC.1.Rfou.3
Read with Fluency	CC.1.Rfou.4

For **Reteaching Masters**, see RT6.9–RT6.12.

Additional Resources

ESL Kit



ESL Teacher's Edition pages T103m–T127

Week 3 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Spell Words with *oo, ou, ew*
- ✓ Spell Words with *ue, ui, u_e, ew*
- ✓ Spell High Frequency Words

SUGGESTED PACING

DAY 1	Spelling Pretest
DAY 2–4	Daily Practice Options
DAY 5	Spelling Test

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with *oo, ou, ew, ue, ui, u_e*

1. moon	The moon will be full tonight.
2. news	I heard about it on the news .
3. due	The moon is due to come up soon.
4. mule	We can go on a hike and use a mule to help find our way.

High Frequency Words

5. been	Have you ever been on a night hike?
6. down	Be careful so you will not fall down .
7. hard	It is hard to walk in the dark if you do not watch your step.
8. now	Now , I am always very careful when I walk at night.
9. number	I have gone out at night a number of times.
10. push	Push this button to turn the flashlight on.

More Words

Use these words and sentences for additional Pretest and Test items.

1. fruit	I brought some fruit as a snack.
2. chew	You can have some to chew .
3. prune	Do you want a prune , too?
4. pool	Oops! I stepped in a pool of water.
5. cue	That is our cue —it is time to go home.
6. soup	We can go have a bowl of soup .

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM6.31

MATERIALS

scissors

Prepare

Have pairs cut out the **Word Cards** and sort them into piles based on the long *u* spelling they contain.

Play a Game

- One child mixes the cards while the other child isn't looking.
- The partner then tries to find all the misplaced words and re-sort them as quickly as possible.

Extend the activity by having children write one more word that contains each long *u* spelling, adding them to the correct piles.

Spelling & Word Work			
Word Cards: <i>oo, ou, ew, ue, ui, u_e</i>			
cube	moon	fruit	soup
flute	blue	spoon	cool
root	rule	group	cue
coupon	chew	threw	blew
true	clue	news	boot
few	due	flew	youth
prune	suit	mule	cruise

NGReach.com Practice Master PM6.31

Decode Words with *oo, ou, ew*
 Decode Words with *ue, ui, u_e, ew*
 Spell Words with *oo, ou, ew*
 Spell Words with *ue, ui, u_e, ew*
 Spell New Words Phonetically

CC.1.Rfou.3
 CC.1.Rfou.3
 CC.1.L.2.d
 CC.1.L.2.d
 CC.1.L.2.e

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards:
 Practice Master PM6.32

MATERIALS

scissors

Prepare

Have each group cut out one set of **High Frequency Word Cards**. Note that the words in the first column are review.

Play a Game

- Groups turn cards facedown and mix them up. On signal, groups turn over and arrange cards in alphabetical order.
- Assign a point for each correctly alphabetized word.
- Have groups shuffle the cards.

After several rounds, the group with the most points wins.

Spelling & Word Work	
High Frequency Word Cards	
funny	been
hurt	down
light	hard
mean	now
sea	number
sound	push

NGReach.com Practice Master PM6.32

Spell High Frequency Words

CC.1.L.2.d



Illustrate a Word

Day 3



Option 1

MATERIALS

colored markers or crayons

Use Visuals



- Have partners trade drawings and write a sentence with the word.
- Continue play until each child has made two drawings.

Extend the activity by having children illustrate two words.

Decode Words with oo, ou, ew	CC.1.Rfou.3
Decode Words with ue, ui, u_e, ew	CC.1.Rfou.3
Spell Words with oo, ou, ew	CC.1.L.2.d
Spell Words with ue, ui, u_e, ew	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Build Words Online

Day 3

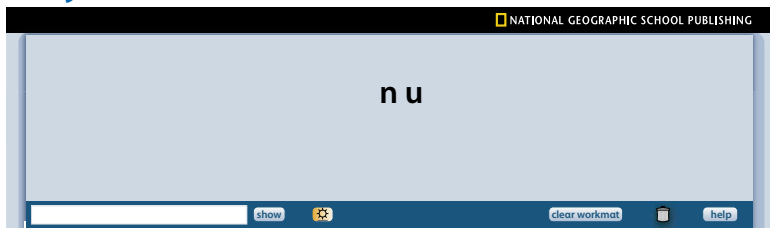


Option 2

Prepare

Have children access **Word Builder** and NGReach.com.

Play a Game



NGReach.com Word Builder

- Have a child choose one Spelling Word and drag the first letter.
- One of the other children tries to guess the word. After each guess, the first player drags another letter until the word is identified.
- When a player says the word, the third player uses the word in a sentence. Have children rotate roles until each Spelling Word is used.

Extend the activity. Have children tell the long u spellings in the words.

Decode Words with oo, ou, ew	CC.1.Rfou.3
Decode Words with ue, ui, u_e, ew	CC.1.Rfou.3
Spell Words with oo, ou, ew	CC.1.L.2.d
Spell Words with ue, ui, u_e, ew	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Riddles

Day 4



Option 1

MATERIALS

index cards

Prepare

Display the Spelling Words.

Play a Game

- Have children secretly choose two Spelling Words.
- Have each child write a riddle for the words on an index card with the answer on the back. Say: *The cow jumped over me. What am I?* (moon)
- Have children take turns showing their cards. The child who solves the riddle shows his or her card next. Continue play until each Spelling Word has been used.

I am something you get when you bump your arm or leg. What am I?

Decode Words with oo, ou, ew	CC.1.Rfou.3
Decode Words with ue, ui, u_e, ew	CC.1.Rfou.3
Spell Words with oo, ou, ew	CC.1.L.2.d
Spell Words with ue, ui, u_e, ew	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e

Word Search

Day 4



Option 2

MATERIALS

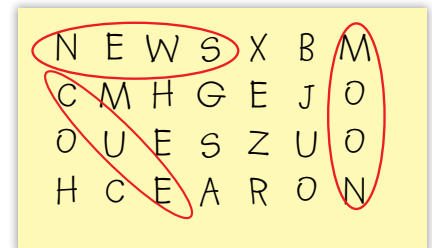
grid paper

Prepare

Display the Spelling Words. Create a portion of a word search puzzle on the board. Include a word that can be read across, down, and diagonally. Do not write any words backwards.

Play a Game

- Have pairs make word searches on grid paper using five Spelling Words. Have children exchange puzzles with a partner and find the words.



Extend the activity by having children copy their puzzles on a clean sheet of grid paper and find new partners to solve it.

Spell Words with oo, ou, ew	CC.1.L.2.d
Spell Words with ue, ui, u_e, ew	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Week 3 Daily Grammar

OBJECTIVE

Thematic Connection: Up in the Air

Expand Sentences

COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Conjunctions

Use Compound Imperative Sentences

CC.1.L.1

CC.1.L.1.g

CC.1.L.1.j

Day 1

PROGRAM RESOURCES

Expand Declarative Sentences:
eVisual 6.8

Build Sentences:
Practice Master PM6.28

MATERIALS

scissors

Teach the Rules

Use page T106d to review expanding sentences. Teach the rules.

Expand Declarative Sentences

- You can add words to the **naming part** of a sentence.
My brother walked.
My older brother walked.
- You can add words to the **telling part** of a sentence.
My dad walked.
My dad **walked in the rain**.
- You can add words to both the **naming part** and **telling part** of a sentence.
My sister walked.
My older sister **walked in the rain**.

NGReach.com Expand Declarative Sentences: eVisual 6.8

Play a Game

Distribute **Practice Master PM6.28**. Have pairs cut apart the cards. Explain:

- Spread the cards face up.*
- The first player chooses a naming phrase and a verb.*
- The partner chooses a card to add to the sentence.*
- Each player then takes turns expanding the sentence. Continue play for 10 minutes.*

Name _____ Date _____

Grammar: Expand Sentences

Build Sentences

like	eat	wear	talk
ask	read	saw	run
play	drink	walk	fly
my brother	my sister	my friend	my uncle
my dad and I	her dog	his friend	I
basketball	my parrot	in the rain	shiny red boots
sandwiches	lemonade	yellow	on Saturday
at school	with Mom	on the porch	in the car
when it snows	up in the air	at the park	while I wait
older	little	tall	hairly

For use with TE or T103B **PM6.28** Unit 6 | Up in the Air

NGReach.com Practice Master PM6.28

Differentiate

SN Special Needs

ISSUE Children need a visual cue to differentiate the naming and telling parts of a declarative sentence.

STRATEGY Have children work in pairs to circle the naming part and underline the telling part in expanded declarative sentences. Example: (My mom and I) jog in the park.

Day 2

PROGRAM RESOURCES

Compound Imperative Sentences:
eVisual 6.9

Phonics Picture Cards 4, 39; 103, 53;
46, 99; 55, 64

Teach the Rules

Use page T107b to review compound sentences. Remind children that a command tells someone to do something. Then teach the rules and point out the comma.

Compound Imperative Sentences

- You can combine two commands to make a compound sentence. Use **and**, **but**, or **or**.
Wear your coat, **and** don't forget your mittens.
Take your umbrella, **but** don't take your gloves.
Take your umbrella, **or** wear your raincoat.

NGReach.com Imperative Sentences: eVisual 6.9

Play a Game

Display the coordinating conjunctions *and*, *but*, and *or*. Hold up **Phonics Picture Card 4** (mittens), and say an imperative sentence using the noun: *Wear your mittens*.

Hold up **Phonics Picture Card 39** (bike), and use the nouns and a coordinating conjunction to say a compound imperative sentence: *Wear your mittens, and ride your bike*.

Continue to hold up pairs of picture cards. Have children say a compound imperative sentence like your model. Continue play until all children have had a turn.

Differentiate

BL Below Level

ISSUE Children have difficulty differentiating declarative sentences and imperative sentences.

STRATEGY Have children repeat pairs of matched declarative and imperative sentences after you. Use these models:

She opens the window. / Open the window. I am taking a picture. / Take a picture. He is running fast. / Run fast.



Day 3

PROGRAM RESOURCES

Expand Compound Imperative Sentences: eVisual 6.11
Phonics Picture Cards 4, 39, and more

Teach the Rules

Use page T124 to review expanding sentences and then teach the rules. Point out the comma before *and*.

Expand Sentences

- A command tells someone to do something. **Take** your umbrella.
- You can combine two commands with **and**, **but**, or **or** to make a compound sentence. Take your umbrella, **and** wear your boots.
- You can add details to the telling part. Take your **new** umbrella, and wear your **red rubber** boots.

NGReach.com Expand Sentences: eVisual 6.11

Play a Game

Display the coordinating conjunctions *and*, *but*, and *or*. Hold up two **Phonics Picture Cards** (such as 4 and 39) and say a compound imperative sentence using the nouns: *Wear your mittens, and ride your bike.* Then expand the compound imperative sentence by adding words to the two telling parts: *Wear your red mittens, and ride your bike carefully.*

Continue to hold up pairs of picture cards. Have children say a compound imperative sentence and then expand it.

Continue play until all children have had a turn.

Differentiate

EL English Learners

ISSUE In Korean, commands can be formed by changing verb endings.

STRATEGY Have children identify and underline the verb in commands. Point out that there is no special verb ending for commands in English. Examples: Walk to the store. Buy some milk.

Day 4

PROGRAM RESOURCES

Expand Sentences:
Practice Master PM6.37

Grammar and Writing

Use page T125 to model how expanding sentences can add interest to writing. Explain: *Good writers make their sentences more interesting by adding details.* Then distribute **Practice Master PM6.37**. Read the letter. Have children find the words in the box that correctly complete each sentence, and write them in the blanks.

Name _____ Date _____

Expand Sentences

Read the letter. Choose words from the box for each sentence.

early	a lot of	around campfires
never	always	because you will get hungry

Here is some advice for your camping trip.

- Always be prepared for bad weather.
- Be careful around campfires.
- Go to bed early. Then you will get enough rest.
- Take snacks because you will get hungry.
- Never take silly chances.

Have a lot of fun!

Love, Grandpa

For use with TE, T103 **PM6.37** Unit 6 | Up in the Air

NGReach.com Practice Master PM6.37

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A6.32–A6.33

Review and Assess

Display the sentences below. Have partners work together to expand each sentence.

- Take your _____ umbrella.
- Be careful _____.
- Wear your _____ raincoat and take your _____ mittens.
- Meet me _____.
- Come _____.

Administer the **Writing, Revising, and Editing Test**.

Day 1 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Delete Second Sounds from Blends
- ✓ Read and Spell Words with *oo, ou, ew*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 60

Sound/Spelling Cards 1, 7, 8, 9, 18, 22, 36

oo, ou, ew: Practice Master PM6.26

Write-On/Wipe-Off Boards

Read On Your Own Book 23

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 3,

Tracks 25–26

Word Builder

Phonics Games

MORNING WARM-UP

Have you ever been caught in the rain? What did you do?

Have children share their experiences and tell what they were doing when it rained. Have them tell whether they got wet or stayed dry.

Phonological Awareness

1 Delete Second Sounds from Blends ✓

Use **Phonological Awareness Routine 5**.

- **Say a word:** *broom*.
- **Delete a sound:** *Now listen as I take /r/ away from the beginning: b /r/ oom.*
- **Say the new word:** *What word is left? (boom)*

For **Phonological Awareness Routine 5**, see page BP29.

Repeat the routine with *spoon/soon, drip/dip, trick/tick, snack/sack*, and *black/back*.

Check & Reteach

OBJECTIVE: Delete Second Sounds from Blends ✓

Ask: *What word do I get if I take away the /l/ from the blend at the beginning of flake? (fake)*

If children cannot answer, use **Phonological Awareness Routine 12**. Say *snail* and *sail*, and have children name the missing sound. Repeat with *score/sore* and *brake/bake*.

For **Phonological Awareness Routine 12**, see page BP31.

Phonics

2 Learn Words with *oo, ou, ew* ✓

Sing with Me Phonics Songs Book page 60

Scaffold language. Point to and name the objects in the photographs. Play Tracks 25 and 26 and follow the directions. Practice the gestures until children can perform smoothly.

- 1 Shrug shoulders to indicate question.
- 2 4 Point to thermometer.
- 3 Fan face for *hot*; rub arms for *cool*.

COMMON CORE STANDARDS

Reading

Distinguish Long from Short Vowel Sounds CC.1.Rfou.2.a

Blend Sounds to Orally Produce Words CC.1.Rfou.2.b

Decode Words with *oo, ou, ew* CC.1.Rfou.3

Read Irregularly Spelled Words CC.1.Rfou.3.g

Language and Vocabulary

Spell words with *oo, ou, ew* CC.1.L.2

Spell High Frequency Words CC.1.L.2.d

Spell New Words Phonetically CC.1.L.2.e

Weather News

What's the news in the weather room. 1

The weather room, the weather room?

What's the news in the weather room?

The numbers give you clues. 2

It's been hot, but it may turn cool. 3

It may turn cool. It may turn cool.


It's been hot, but it may turn cool.

The numbers give you clues. 4



Sing with Me Phonics
Songs Book page 60

Cover up the spellings *ue* and *u* on **Sound/Spelling Card 36**. Then use the routine below to connect sound and spellings /ōō/ *oo, ou, ew*, and to blend words.

Step 1 Develop Phonological Awareness /ōō / <i>oo, ou, ew</i>	
1. Tell children: <i>These words have /ōō/ in the middle. These words have /ōō/ at the end.</i>	noodle, smooth, soup group, moo, chew
2. Tell children: <i>I will say a word. Listen for /ōō/. If you hear /ōō/, raise one hand. If you don't hear it, don't raise your hand.</i>	spoon, cone, kangaroo, news, float, group
Step 2 Introduce the Sound/Spelling	
1. Display the picture-only side of Sound/Spelling Card 36 . Say: <i>This is the moon. The moon is in the sky. Say the word moon with me: moon. Say /ōō/.</i>	 <p>Card 36 moon, /ōō/ <i>oo, ou, ew</i></p>
2. Turn the card over. Point to and name the spellings <i>oo, ou, ew</i> . Have children repeat. Remind children they already know the <i>u_e</i> spelling for /ōō/.	
3. Give examples of words with <i>oo, ou, ew</i> .	tool, smooth, scoop; soup, group; blew, chew, grew
Step 3 Blend Sound-by-Sound	
1. Write <i>f</i> . Point to <i>f</i> and say: /f/. Have children repeat.	f
2. Add <i>oo</i> . Say /ōō/. Blend /f/ /ōō/, sweeping your hand below the spellings. Have children blend the sounds with you.	foo →
3. Add <i>d</i> . Say /d/. Model blending the whole word. Then have children blend the sounds with you.	food →
4. Repeat the routine, writing and blending other words with <i>oo, ou, ew</i> .	tooth, room soup, new, zoo, scoop

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Weekly Writing

- ✓ Writing (T106d, T107b, T124, T125, T126)
- ✓ Classify Details: Practice Master PM6.27

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE The /ōō/ sound in Cantonese and Vietnamese is approximately the same as it is in English, but children may need some help creating an /ōō/ sound.

STRATEGY Have children:

- tell whether the sound /ōō/ is used in their home languages
- practice making the sound
- pronounce and act out words with /ōō/, such as *chew, cool, zoom, droop, and scoop*

SN Special Needs

ISSUE Children are having difficulty making the /ōō/ sound.

STRATEGY Make observations about children in the classroom, and have everyone respond by pursing their lips and saying “Oooooo.” For example, say *Jamal has on a red shirt*. Have children respond. Tell them to exaggerate their jaws jutting forward as they make the /ōō/ sound in order to get a better feel for how to make the sound.



Read On Your Own Book 23

Name _____ Date _____

Phonics
oo, ou, ew

spoon soup chew

Circle the word that names the picture.

1. zee zone zoo	2. nose news nice
3. boot boat bait	4. throw threw three
5. group grape grew	6. pail pool peel
7. boo blew bee	8. mule main moon

Read It Together I blew on the soup to cool it.

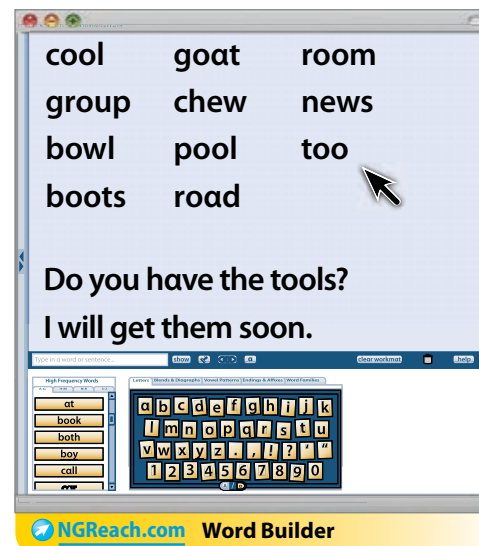
© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T103o **PM6.26** Unit 6 | Up in the Air

NGReach.com Practice Master PM6.26

3 Read Words with oo, ou, ew

Read On Your Own Book 23 page 2

Display the words and sentences using **Word Builder**. Have children blend the words. Then point out High Frequency Words *have* and *the* and ask children to read the sentences.



Have children turn to **Read On Your Own Book 23** page 2. Review the sound/spellings for /ōō/oo, ou, and ew and have children repeat. Then have partners take turns reading the picture labels. Assign **Practice Master PM6.26** for more practice.

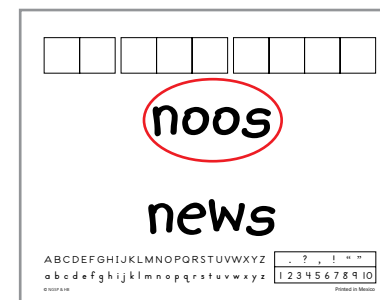
Children can also play **Phonics Games** at **NGReach.com** to reinforce phonics skills.

4 Spell Words with oo, ou, ew

Use **Dictation Routine 1** to have children practice spelling *news*, *zoo*, *soup*, and *blew* on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *news*.
- **Segment sounds:** /n/ /ōō/ /z/. *What is the middle sound you hear in news?* (/ōō/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 1 /s/, 7 /n/, 36 /ōō/)
- **Repeat the word:** *news*. Have children write the spelling of the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *zoo*, *soup*, and *blew*, using **Sound/Spelling Cards** 1 /s/, 7 /n/, 8 /l/, 9 /p/, 18 /b/, 22 /z/, 36 /ōō/.

For **Dictation Routine 1**, see page BP35.



Write-On/Wipe-Off Board

Then apply the spelling rule to a complete sentence: *Are you in the news room?* Have children say and write the sentence. Write the correct sentence, and have children check and correct. Ask children what they notice about spelling words with /ōō/.

Check & Reteach

OBJECTIVE: Read and Spell Words with oo, ou, ew

Check the dictation sentence for the correct spelling of *you*, *news*, and *room*. If children have difficulty with /ōō/ words, make a three-column chart and label the columns oo, ou, and ew. Call out words with oo, ou, or ew. Have children tell you under which /ōō/ spelling to write the words. Use *goof*, *tooth*, *zoom*, *group*, *route*, *youth*, *chew*, *flew*, and *brew*.



Daily Language Arts

Daily Spelling and Word Work

Practice options on page T103i



Words with oo, ou, ew

Look at each picture. Read the words.

Example:



news



group



cool milk

hot soup

spoon



Key Words

Look at the pictures.
Read the sentences.



The Wind

1. The wind has **been** blowing **hard**.
2. The wind will **push** the kite up.
3. **Now** the wind stops and the kite goes **down**.
4. The kite may go up and down a **number** of times.

A kite needs wind to fly up and down.



Phonics Games
NGReach.com

High Frequency Words
been
down
hard
now
number
push

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com

Read On Your Own Book 15
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 23 page 3

Read aloud page 3 to teach each highlighted word and review known sounds/spellings. Use **High Frequency Words Routine 1**.

- **Say the High Frequency Word:** *been*.
- **Say a sentence with the word:** *I have **been** to the store and back.*
- **Say the word again and have children repeat it and then write it.**

For **High Frequency Words Routine 1**, see page PB37.

See **Differentiate**

Have children track print and echo as you reread sentences 1–4. Reread, pausing for children to say the High Frequency Words. Then have partners work together to match each sentence to something in the picture.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children spell each word as they connect it to the picture.

If children cannot read or spell the words, give each pair of children two sets of **High Frequency Word Cards**. Have them put the cards facedown. The first child turns over a card, reads the word, and tries to find a match. If a match is made, the child spells the word, keeps the cards, and takes another turn. If the child does not make a match, the partner takes a turn. Play continues until all cards have been matched. The player with the most matches wins.

Differentiate

EL English Learners

ISSUE English learners may not know the meanings of words.

STRATEGY Use the gestures in parentheses and examples in blue to convey word meaning.

been *What has it been like outside this week? It has been [warm/cold]. Has it been raining?*

down *When it rains, water comes falling down. (Make rain with fingers.) Down is the opposite of up.*

hard *Sometimes when it rains, the wind blows hard. Blow hard like the wind. (Blow hard.)*

now *Now means "at this time." It [is/is not] raining now.*

number *(Draw two fluffy clouds.) When it rains, we see clouds. We use a number to tell how many. Here are two clouds. (Hold up two fingers; write 2.)*

push *When the wind blows hard, it can push the clouds in the sky. (Push a chair.)*

**OBJECTIVES****Thematic Connection: Up in the Air**

- ✔ Use Science Vocabulary in Speaking
- ✔ Classify Details

PROGRAM RESOURCES**PRINT ONLY**Big Book: *Hey, Ray!***PRINT & TECHNOLOGY**

Sing with Me MP3

Classification Chart: Practice Master PM6.27

Family Newsletter 6

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

MATERIALS

timer • index cards

Academic Talk

1 Express Ideas Anthology page 104

Display and introduce “Watching the Weather.” Read the title and play the song. Invite children to sing along as you play it a second time.

Point out the High Frequency Words *see*, *think*, and *that*. Say: *You use words like these to express your ideas, or tell what you think about something.* Discuss how the boy expressed his ideas in the first verse: *What does the boy think about the big, dark clouds?* (He thinks they will make it rain today.)

Draw a four-column chart. Above the first column, write the heading *Rainy*. Draw raindrops. Say: *The first verse gives details about rainy weather: there are big, dark clouds and I see lightning in the picture.* Write “big, dark clouds” and “lightning” in the column. Repeat this for the second and third verses. Ask children to supply details for the second and third columns, *Sunny* and *Snowy*.

At the head of the fourth column, write *Today*. Have children work in groups to describe what the weather looks like right now and then express their ideas about the weather or what they will do in the weather. Have them use the frames below. Then ask them to use those ideas to write a fourth verse to the song.

I see _____.

I think that _____.

Science Vocabulary

2 Key Words ✔ Anthology page 105

Use **Vocabulary Routine 1** and the images on page 105 to teach the words.

- **Pronounce the word and point to its picture:** **month**.
- **Rate the word.** Have children give a thumbs up if they know the word or give a thumbs down if they do not. Ask: *What do you know about this word?*
- **Define the word:** A **month** is a group of days in a year.
- **Elaborate:** My favorite **month** is October, because I love to see the leaves changing in the fall.

For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.

Key Words

calendar · cloudy
month · rainy · snowy
sunny · year

COMMON CORE STANDARDS**Reading**

Use Details to Describe	CC.1.Rlit.7
Read Poetry	CC.1.Rlit.10
Read with Accuracy and Fluency	CC.1.Rfou.4
Read Orally with Accuracy, Appropriate Rate, and Expression	CC.1.Rfou.4.b

Writing

Write Opinions on Topics CC.1.W.1

Speaking and Listening

Describe Ideas CC.1.SL.4

Language and Vocabulary

Expand Compound Declarative Sentences CC.1.L.1.j

Determine the Meaning of New Words CC.1.L.4

Use Words and Phrases CC.1.L.6

Power Writing

Have children write as much as they can as well as they can in one minute about the word *snowy*.

For **Writing Routine 1**, see page BP56.



High Frequency
Words
see
that
think

Express Ideas

Listen and sing.

Watching the Weather

Song

I **see** big, dark clouds today.

I **think that** we will get rain.

I see a bright sun outside.

I think we'll be hot tonight!

I see snow fall from the sky.

I think we'll have a snowball fight!

Tune: "Twinkle Twinkle, Little Star"



Key Words

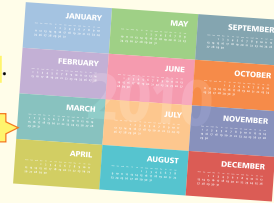
What is the weather?



Weather

The weather is different every **month** of the **year**.

calendar



Talk Together

What is the weather like today? Is it wild?

STUDENT
TECHNOLOGY



Student
eEdition



Sing
with Me



Digital
Library



My Vocabulary
Notebook

NGReach.com

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 104. Then have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

3 Talk Together Anthology page 105

Have children work with a partner outside of their previous group to talk about today's weather using the **Key Words**.

Ask: *If you think the weather is wild today, why do you think so? If you think the weather is not wild today, what would make it wild?*



Anthology
pages 104–105

Differentiate

EL English Learners

ISSUE Children do not understand the definitions.

STRATEGY Provide translations of the **Key Words** and have children use each one in a sentence. Access **Family Newsletter 6** for translations in seven languages. Use cognates for Spanish speakers:
calendar/calendario

BL Below Level

ISSUE Children have difficulty elaborating on the words.

STRATEGY Have children draw a picture of each word. Then ask them to describe what they drew as a way to elaborate on the **Key Words**.

Check & Reteach

OBJECTIVE: Use Science Vocabulary in Speaking

Circulate as partners do the **Talk Together** activity. Listen for correct usage of the science vocabulary words.

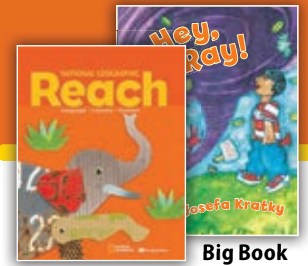
If children use words incorrectly, give them sentence frames to complete orally.

For example:

I need an umbrella. It is _____ out. (**rainy**)

It is hot and bright outside. What a nice, _____ day! (**sunny**)

August is the _____ we start school. (**month**)



Name _____ Date _____

Classification Chart

Classify Details

Classify activities people do in different kinds of weather.

Cool • Possible response: ride a bike	Cold • Possible response: go ice skating
What We Do in Different Weather	
Warm • Possible response: play in the park	Hot • Possible response: go swimming

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Comprehension

4 Classify Details Anthology page 106

Teach the term **classify** to children. Explain that to classify means to put things that are alike into a group.

Display **Student eEdition** page 104 and play the song. *When we talked about the verses of the song, we **classified** the details in the song. Each verse gave details about different types of weather.* Point to the first verse. Say: *This verse is about **rainy** weather. One detail about rainy weather is that there are big, dark clouds.* Point to the picture of a stormy day. *The picture gives another detail about **rainy** weather: there could be lightning.*

Display the classification chart. Explain that a chart like this can help children classify details. Read aloud the text in the chart and the instructions in the boxes. Say: *I could add details to this chart. For example, when it is cool, I like to wear my favorite red sweater.*

Check & Reteach

OBJECTIVE: Classify Details

Ask children to name types of activities they do in the spring, summer, winter, and fall. If children cannot classify activities according to seasons, have them write or draw on separate index cards the activities they like to do, like playing sports, reading books, playing board games, etc. Discuss each card with children and have them sort the cards according to the best season for doing the activity: summer, winter, spring, or fall.

Differentiate

SN Special Needs

ISSUE Children struggle to understand the weather categories in the chart.

STRATEGY Act out each type of weather, using exaggerated motions and expressions. Invite children to act out the weather conditions with you. Encourage children to act out things they do in each type of weather. Provide a Think Aloud to connect each activity to its category. Say: *You are swimming. You are swimming in the water because it is hot outside. Swimming is something you do when it is hot outside.*

EL English Learners

ISSUE Children lack vocabulary to name activities.

STRATEGY Have children choose two of the categories and draw a picture of themselves doing an activity for that type of weather in the appropriate space in the chart.

5 Talk Together Anthology page 106

Distribute **Practice Master PM6.27**. Have partners fill in the chart with activities they enjoy in different types of weather. When they are finished, have them discuss ways the weather can be wild in your region and what types of activities they do when the weather gets wild.

See **Differentiate**

Big Book Read-Aloud

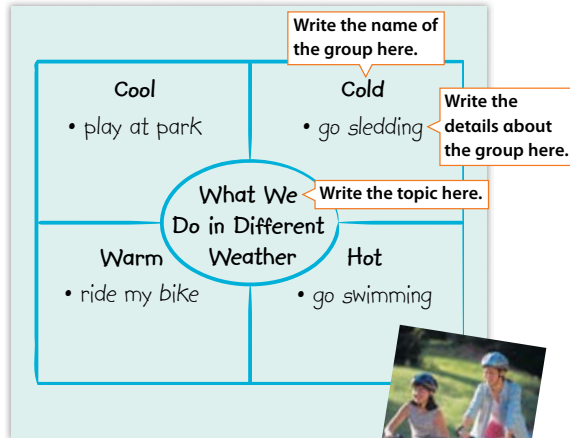
6 Share a Poem

Display the cover and read aloud the title and the name of the author (Lada Josefa Kratky). Have children predict: *What kind of weather do you think you will see in this book?* (stormy weather) *Why do you think that?* (The cover shows things blowing around and a funnel cloud.)



Classify Details

Classification Chart



Talk Together

Tell your partner what you do in different kinds of weather. Add to the classification chart. How is your weather wild?

106

Anthology page 106

SCIENCE BACKGROUND

Share information to build background:

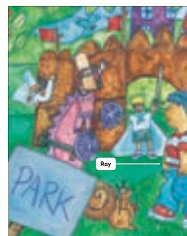
- *Too much sun can cause sunburns. Sunscreen and hats can protect your skin on a **sunny** day.*
- *Dress warmly in cold, **snowy** weather. Being cold can make it easier for you to get sick.*

Display and read the Share a Poem on **Big Book** pages 2–3. Say: *We can read to find out what Ray does.*

GENRE Define the genre: *A poem's lines make a rhythm. Poems often have rhyming words.* Read aloud pages 4–27 of *Hey, Ray!* Use the questions on pages T106a–T106d to build comprehension on the first read (Day 1) and second read (Day 2).

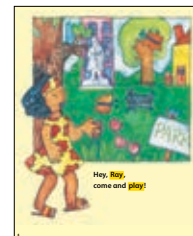
Share a Poem

Who is in the poem?



Ray and his friends

What is the poem like?



It has rhyming words.

Big Book pages 2–3

Comprehension Focus

FIRST READ

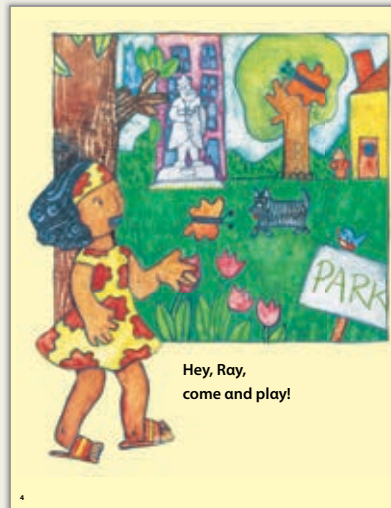
SECOND READ

Day 1 Listen and Comprehend

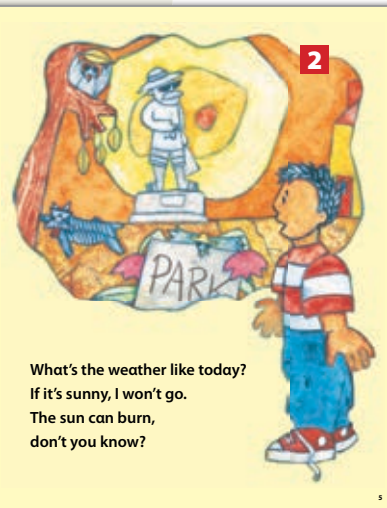
- Active Reading
- ☑ Classify Details
- Critical Thinking

Day 2 Listen and Analyze

- ☑ Make Inferences
- Critical Thinking

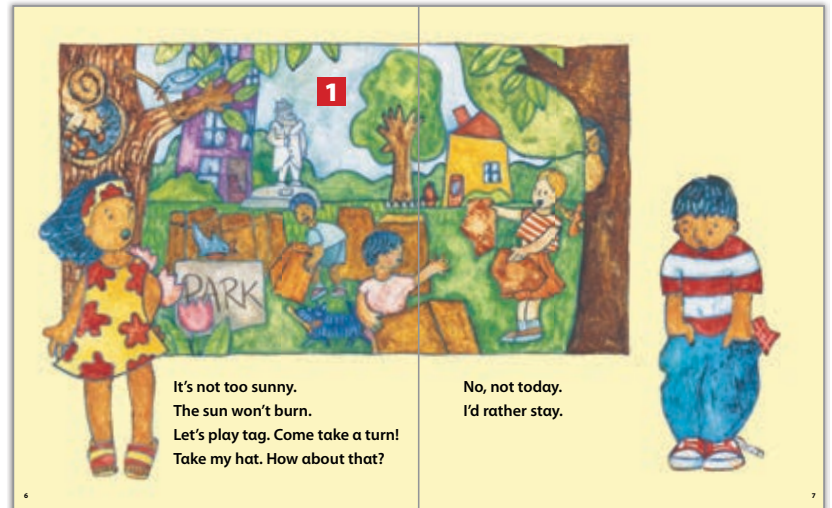


Hey, Ray,
come and play!



What's the weather like today?
If it's sunny, I won't go.
The sun can burn,
don't you know?

Big Book pages 4–5



It's not too sunny.
The sun won't burn.
Let's play tag. Come take a turn!
Take my hat. How about that?

No, not today.
I'd rather stay.

Big Book pages 6–7

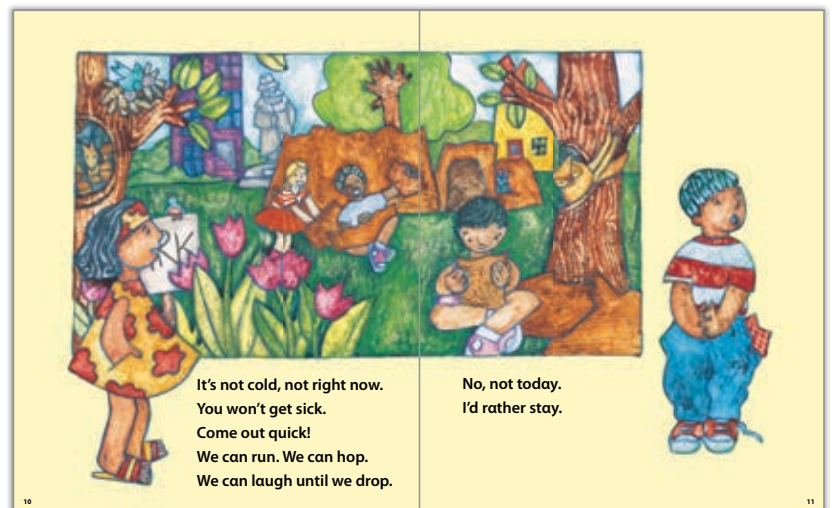


Hey, Ray,
come and play!



What's the weather like today?
If it's cold, I won't go.
I'll get sick, don't you know?

Big Book pages 8–9



It's not cold, not right now.
You won't get sick.
Come out quick!
We can run. We can hop.
We can laugh until we drop.

No, not today.
I'd rather stay.

Big Book pages 10–11

Fluency

Intonation Explain the concept: *Good readers make their voices sound different to show that different characters are speaking in a story or poem.* Model reading pages 4 and 5 with different intonations for the girl and Ray. Discuss with children how proper intonation helps them grasp the differences between characters.

Build Comprehension

FIRST READ

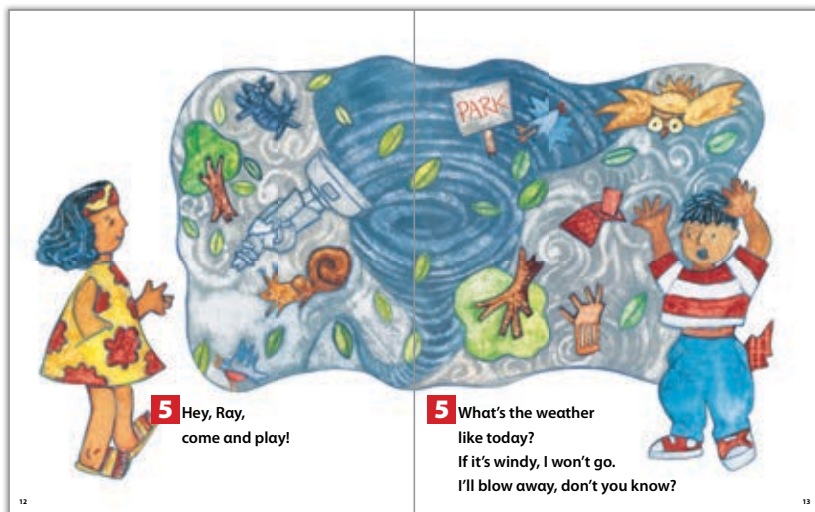
Day 1 Listen and Comprehend

- Use Visuals** *Where are Ray's friends playing? (in a park) What is the weather like? (warm and sunny)*
- Classify Details** *In what seasons would you expect to see weather like this? (page 5: summer; page 9: winter)*

SECOND READ

Day 2 Listen and Analyze

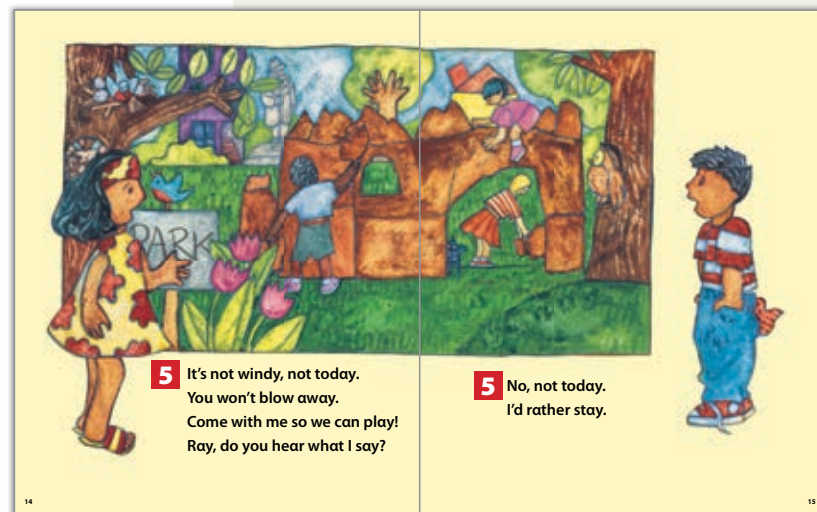
- Compare and Contrast** *How are the images of the park similar and different? (Possible responses: Both show the same park. In the winter scene, there is snow, and the statue and bird are bundled up.)*
- Identify Cause and Effect** *What does Ray think will happen if he gets cold? (He thinks he will get sick.)*



5 Hey, Ray,
come and play!

5 What's the weather
like today?
If it's windy, I won't go.
I'll blow away, don't you know?

Big Book pages 12–13



5 It's not windy, not today.
You won't blow away.
Come with me so we can play!
Ray, do you hear what I say?

5 No, not today.
I'd rather stay.

Big Book pages 14–15



Hey, Ray,
come and play!

What's the weather
like today?
If there's a storm, I won't go.
I'll get scared,
don't you know?

Big Book pages 16–17



There's no storm. There's
nothing to fear.
Let's go play
while the sky is clear!

No, not today.
I'd rather stay.

Big Book pages 18–19

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 5 Active Reading** Divide the class in half. After you read pages 12–13 and 14–15, have the class reread the pages aloud with you, with one half reading the girl's lines and the other half reading Ray's lines. Encourage children to read with expression and act out the characters' body language as they read.

SECOND READ

Day 2 Listen and Analyze

- 6 Make Inferences** *How do the children in the picture feel about playing in the park?* (Possible response: They like it; they are having fun.) *Why do you think that?* (Possible answer: The children are smiling and waving.)
See **Differentiate**

Differentiate

BL Below Level

ISSUE Children have difficulty inferring the children's feelings.

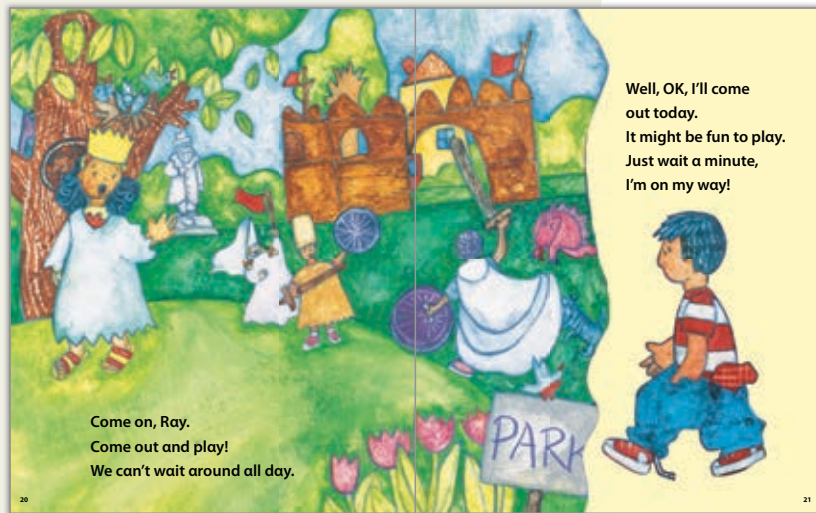
STRATEGY Display the sentence frames:

I see _____.

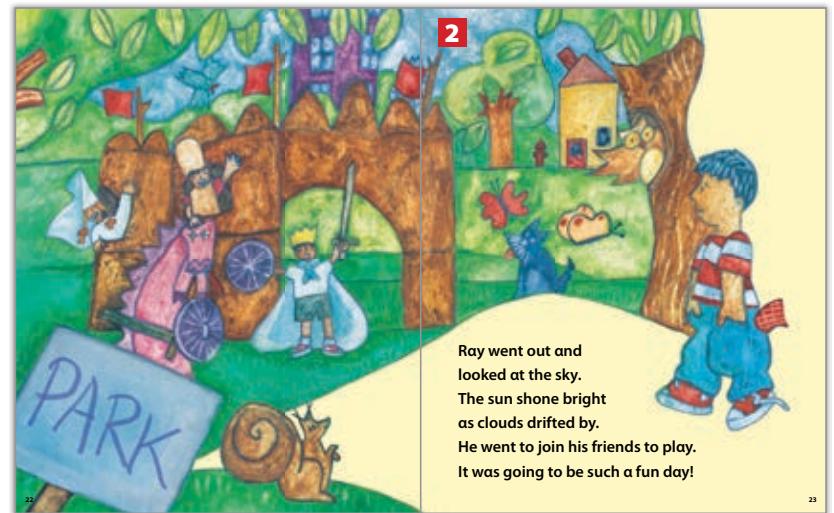
I know _____.

So, _____.

Fill out the frames as you guide children through this activity. Have children point to each child in the picture and act out what that child is doing. Ask children how they feel when they smile, wave, or reach up. Do they feel happy or sad? Ask how the children in the picture must feel.



Big Book pages 20–21



Big Book pages 22–23



Big Book pages 24–25



Big Book pages 26–27

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 1 Active Reading** Ask children to provide sound effects as you read pages 24–27. Have them make the sounds of thunder and falling rain.
 - 2 Classify Details** *What details in the words and pictures tell you about the weather in the park?* (Possible responses: “The sun shone bright as clouds drifted by;” picture details include the picture of the blue sky, children in short sleeves, butterflies and animals outside.)
- See **Differentiate**

SECOND READ

Day 2 Listen and Analyze

- 3 Make Inferences** *How have Ray's feelings about the outdoors changed? How can you tell?*

Differentiate

AL Above Level

ISSUE Children easily identify details that relate to the weather.

STRATEGY Have children think of other categories of details they could name in the picture. Have them list the details that belong in each category.

Writing

7 Write a Personal Experience

Ask: *What do you think Ray learns at the end of the story?* (Possible response: It is possible to have fun outside in any kind of weather.) Prompt a whole-class discussion of whether children agree or disagree with the lesson Ray learns. Then say: *You are going to write about your own experiences with different kinds of weather.*

Display a T-chart, and write the headings *Good Weather* and *Bad Weather* over the columns. Complete columns with examples children give. Display a second T-chart, and write the headings *What I Can Do in Good Weather* and *What I Can Do in Bad Weather* over the columns. Complete columns with examples children give.

Have children work individually to write about a time they had fun in a certain kind of weather. Then have them write about a time they did not have fun in that weather. Display the **Key Words** list to help children with their writing. Encourage children to use the lists for inspiration, be specific about the type of weather, and illustrate their drawings. Bind the pages into a class book titled *What We Do in Every Kind of Weather*.

Key Words

calendar · cloudy
month · rainy · snowy
sunny · year

Daily Language Arts

Daily Grammar

Display page 24 of *Hey, Ray!* and point out the compound sentence: "They laughed and played all through the day, and they didn't see the sky turn gray." Explain that this is a compound sentence: two simple sentences joined by the conjunction *and*. Then use the Daily Grammar lesson on page T103k to teach expanding sentences.

WRAP-UP

Ask: *How was Ray's reaction to being out in the rain the same or different from a time when you were out in the rain?* Have children share their ideas.

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Delete Second Sound from Blends
- ✓ Read and Spell Words with *oo, ou, ew*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sound/Spelling Card 36

Words with *oo, ou, ew*: Practice Master PM6.29

Handwriting: Practice Master PM6.30

TECHNOLOGY ONLY

Letter Cards

MATERIALS

small chips or coins for counting sounds, 4 per child



MORNING WARM-UP

What tools tell you about the weather?

Children may mention thermometers, which tell the temperature, or wind vanes, which tell the direction in which the wind blows. Draw their answers.

Phonological Awareness

1 Delete Second Sound from Blends ✓

Use **Phonological Awareness Routine 5**.

- **Say a word:** *frog*.
- **Delete a sound:** *Listen as I take /r/ away from the blend at the beginning: f /r/ og.*
- **Say the new word:** *What word is left over? (fog)*

For **Phonological Awareness Routine 5**, see page BP29.

Repeat the routine with *stew/Sue, blend/bend, trap/tap, stack/sack, and stay/say*.

Check & Reteach

OBJECTIVE: Delete Second Sounds from Blends ✓

Ask: *What word do I get if I take the /p/ away from the blend at the beginning of spell? (sell)*

If children do not say *sell*, use **Phonological Awareness Routine 2** to practice identifying individual sounds. Say *spell* and have children place chips for each sound they hear. Repeat for *sell*. Ask: *Which sound was taken away? (p)* Repeat with *drown/down* and *stock/sock*.

For **Phonological Awareness Routine 2**, see page BP28.

Phonics

2 Read Words with *oo, ou, ew* ✓

Display **Sound/Spelling Card 36** and review spellings *oo, ew, ue, ou, u, and u_e*. Ask children to name what they see in the picture. (moon) Ask what sound they hear in the middle of *moon*. (/ōō/) Ask children to name the different spellings for /ōō/. (*oo, ew, ou, u_e*) Have children write the spellings in the air.



As a class, brainstorm a list of words with /ōō/. Write them and then review each word with children. Point out the spelling and ask if the spelling matches *oo, ou, ew, or u_e*. Cross out words that do not have those spellings. Point to each remaining word and read it aloud. Reread the words as children echo you.

COMMON CORE STANDARDS

Reading

Distinguish Long from Short Vowel Sounds CC.1.Rfou.2.a

Blend Sounds to Orally Produce Words CC.1.Rfou.2.b

Isolate Initial Sounds CC.1.Rfou.2.c

Decode Words with *oo, ou, ew* CC.1.Rfou.3

Read Irregularly Spelled Words CC.1.Rfou.3.g

Read with Fluency CC.1.Rfou.4

Language and Vocabulary

Spell Words with *oo, ou, ew* CC.1.L.2

Spell High Frequency Words CC.1.L.2.d

Spell New Words Phonetically CC.1.L.2.e

3 Spell Words with oo, ou, ew ✓

Use **Letter Cards** to build *boot* and blend the word. Remind children that *oo*, *ou*, and *ew* can all stand for the /ōō/ sound. Have children write *boot* in the first column of a three-column chart.

Then have pairs use **Letter Cards** to build and sort *stool*, *grew*, *group*, *soup*, *moon*, *flew*, *boot*, and *chew* and write the words in the appropriate columns. Encourage children to add other /ōō/ words they know. Assign **Practice Master PM6.29**.

oo	ou	ew
boot	group	flew
stool	soup	grew
moon		chew

Word Bank

Check & Reteach

OBJECTIVE: Read and Spell Words with oo, ou, ew ✓

Dictate: *Stew will stand on the stool to mix the soup.* Have children write the *oo*, *ou*, and *ew* words. Have them check their spellings and circle any misspelled words.

If children misspell words, use **Sound/Spelling Card 36** to review the spellings. Have children sound the words out with you. Then have children rewrite the words correctly.

High Frequency Words

4 Read and Spell Key Words ✓

Display and read these sentences. Then say the underlined word:

been	It has <u>been</u> raining.
hard	It rained <u>hard</u> .
now	<u>Now</u> the rain has stopped.
push	<u>Push</u> your feet into your boots.
down	Go <u>down</u> the steps to your seats.
number	Each seat has a <u>number</u> .

Distribute **High Frequency Word Cards**. Reread the sentences and have children hold up the matching card when they hear the word. Assign **Practice Master PM6.30**.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓

Post High Frequency Words on the Word Wall. Point to a word and have children read it aloud. Cover up the word, say it, and have children spell it. Continue for all words.

If children misspell a word, use **High Frequency Words Routine 2** to reteach.


For **High Frequency Words Routine 2**, see page BP37.

Name _____ Date _____

Phonics

Words with oo, ou, ew

Read and trace each word. Write the word that completes each sentence.



roots group grew shoot

- A little shoot is growing in my plant pot.
- It grew from a seed that I planted.
- It has roots at the bottom.
- Do you see this group of buds on it?
- Soon the shoot will grow into a big plant.

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[NGReach.com](https://www.ngreach.com) Practice Master PM6.29



Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T103i

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

been been been

down down down

hard hard hard

now now now

number number number

push push push

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[NGReach.com](https://www.ngreach.com) Practice Master PM6.30



Read On Your Own Book 23

Weather Tools
by Bo Grayson

How can you tell what the weather* will be? Here is a group of tools that can help.

Legend

- words with *oo*, *ou*, *ew*
- high frequency words
- * story words

What can this tool do? It tells how hot or cold the air is.

This tool has a smooth glass tube. The tube has liquid inside. The liquid goes up if the air gets hot. It goes down if the air gets cool. The numbers tell how hot or cold the air is.

What can this tool do? It shows which way the wind is blowing.

Read On Your Own Book 23
pages 4–7

Decodable Reading

5 Read “Weather Tools” ✓ Read On Your Own Book 23 pages 4–12

Use the photos to preteach the story words *weather* (page 4), *liquid* (page 6), and *barn* (page 8). Use **Decoding Routine 4** to conduct two readings of “Weather Tools.” First conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 2 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children do not self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement on accuracy and rate. Use the following questions to build comprehension.

- 1 **Identify Details** *What can the tool on page 5 do?* (It tells how hot it is.)
- 2 **Make Inferences** *Why might you need to know what the weather will be like?* (Possible responses: You might want to plan activities; you might want to know what clothes to wear.)
- 3 **Summarize** *What do these tools show us about the weather?* (These tools show how hot or cold the air is, how the wind is blowing, and how much rain falls.)
- 4 **Make Connections** *What is your favorite kind of weather?* (Possible responses: cold, because I like to play in the snow; hot, because I like to swim outdoors.)

For **Decoding Routine 4**, see page BP34.

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

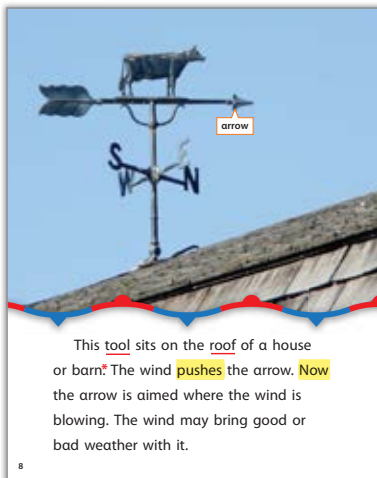
Skill	Book 23	Teacher’s Edition
endings -ed, -ing	blowing (pages 7, 8, 9) aimed (page 8)	-ing page (T240b) -ed (page T240b)
ending -s	tells (pages 5, 10) gets (page 6) shows (pages 7, 9, 11)	-s (page T153b)
words with <i>ow</i> , -old	arrow (page 8) blows (page 10) cold (pages 5, 6)	/ō/ow (page T71b) /ō/-old (page T71b)
diagraphs <i>ch</i> , <i>tch</i>	change (page 10) much (page 11) catches (page 11)	<i>ch</i> (page T161n) <i>tch</i> (page T161n)

* Page numbers in **bold** reference Units 5–8.

AL Above Level

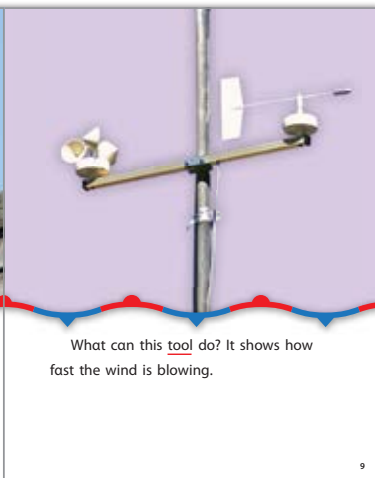
ISSUE Children easily decode the story.

STRATEGY Challenge children to draw a picture that shows them doing something in their favorite kind of weather. Encourage them to write a sentence about which tool they read about that might help them decide what to do and how it would help.



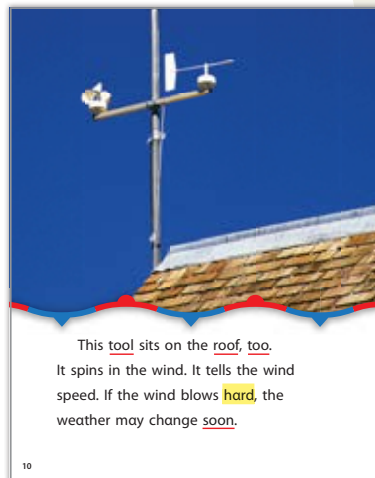
This tool sits on the roof of a house or barn. The wind pushes the arrow. Now the arrow is aimed where the wind is blowing. The wind may bring good or bad weather with it.

8



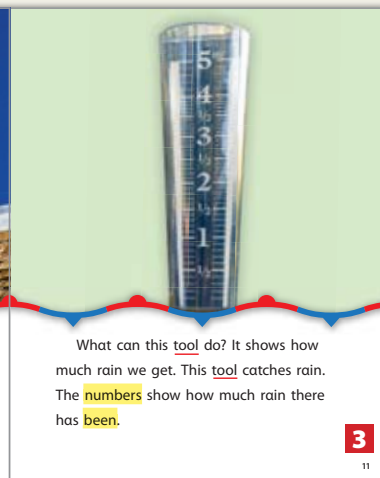
What can this tool do? It shows how fast the wind is blowing.

9



This tool sits on the roof, too. It spins in the wind. It tells the wind speed. If the wind blows hard, the weather may change soon.

10



What can this tool do? It shows how much rain we get. This tool catches rain. The numbers show how much rain there has been.

11

STUDENT TECHNOLOGY

e Student eEdition

Comprehension Coach

NGReach.com



You might see this on the news. It can tell you what the weather will be. What day will you like best? ❖

4

Practice Phonics

Words with oo, ou, ew

Read these words.

tool group blew hot
fast cool felt news

Find the words with oo, ou, or ew. Use letters to build them. t o o l

Talk Together

Choose words from the box to tell your partner what each weather tool told.

1. 2.

This tool told that the air felt cool.

13

Practice Phonics

6 Words with oo, ou, ew

Read On Your Own Book 23 page 13

Distribute **Letter Cards**. Read aloud the directions for the first activity on page 13. Have partners build the words with *oo*, *ou*, and *ew*.

t	o	o	l	
g	r	o	u	p
b	l	e	w	

7 Talk Together

Read On Your Own Book 23 page 13

Have partners use the sentence frame and the words in the box as they talk about the tools in the photos. (Possible responses: *This tool told that the air felt hot/cool. This tool told that the air blew fast.)*

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from "Weather Tools." Note reading speed and miscues. For children with low reading speeds and many miscues, conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

Read On Your Own Book 23
pages 8–13



Anthology

OBJECTIVES**Thematic Connection: Up in the Air**

- ✔ Use Academic Vocabulary in Speaking
- ✔ Make Inferences

PROGRAM RESOURCES**PRINT ONLY****Big Book: Hey, Ray!****TECHNOLOGY ONLY****Digital Library: Key Word Images****My Vocabulary Notebook****MATERIALS**

timer

Power Writing

Have children write as much as they can as well as they can in one minute about the word *sunny*.

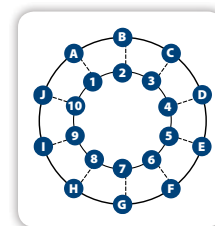
For **Writing Routine 1**, see page BP56.

Academic Talk**1 Make Inferences About Weather**

Introduce the idea of making inferences about the weather. *We make guesses about the weather all the time. For example, imagine you see dark clouds in the sky and you hear a rumble of thunder in the distance. You know dark clouds and thunder come with storms. So you **guess** that a storm is coming.*

Guide children in making their own inferences about the weather. Say: *Imagine I have just gotten up. I look outside and see it is a **sunny** day. Everyone is wearing shorts and T-shirts. **Guess** what the **temperature** is like outside.* (warm)

Use **Inside-Outside Circle** to have children play charades and make inferences about the weather. Children in the inside circle act out an activity that is linked to the weather, such as skiing or opening an umbrella. The partners in the outside circle guess the activity and make a statement about the weather the actors must be experiencing. Provide an example: *You are playing soccer. It must be **warm** out.*

**Inside-Outside Circle**

Repeat the process, with the children in the outside circle acting out a charade. Have children rotate and choose a new activity to act out. Have the circles rotate three or four times.

For **Inside-Outside Circle**, see page BP60.

Academic Vocabulary**2 More Key Words** Anthology page 107

Use **Vocabulary Routine 1** and the images on page 107 to teach the **Key Words**.

- **Pronounce the word and point to its picture: **temperature**.**
- **Rate the word.** Have children give a thumbs up if they know the word or give a thumbs down if they do not. Ask: *What do you know about this word?*
- **Define the word: **Temperature** is the measure of how **hot** or how **cold** something is.**
- **Elaborate.** Relate the word to your experience: *I wear a coat and a scarf when the **temperature** outside is **cold**.*

For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.

Key Words

cold · cool · hot
temperature · warm

COMMON CORE STANDARDS**Reading**

Identify the Main Topic and Retell Key Details CC.1.Rinf.2

Writing

Add Details to Strengthen Writing CC.1.W.5

Speaking and Listening

Participate in Conversations CC.1.SL.1

Language and Vocabulary

Use Conjunctions CC.1.L.1.g

Use Compound Imperative Sentences CC.1.L.1.j

Determine the Meaning of New Words CC.1.L.4

Use Words and Phrases CC.1.L.6

More Key Words

cold



It's **cold** today.

cool



The fan keeps me **cool**.

hot



The stove is **hot**.

warm



The blanket keeps us **warm**.

temperature



The **temperature** is 8° Fahrenheit.

Talk Together

Ask a question using a **Key Word**.

What do you wear when it is **cold** outside?

Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Digital Library



My Vocabulary Notebook

NGReach.com

107

Anthology page 107

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 107. Have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

- 3 Talk Together** Anthology page 107
Read the directions. Place children in small groups. Have one child turn to the child on his or her right and ask a question using one of the **Key Words**.

That child answers, then turns to the child on his or her right and asks a question using a different **Key Word**. Have children continue until they have used all the **Key Words** at least once.



NGReach.com My Vocabulary Notebook

Check & Reteach

OBJECTIVE: Use Academic Vocabulary in Speaking ✓

Ask children questions using the **Key Words**. For example, say: *How can you tell what the **temperature** is outside? How do you keep **warm** in the winter?*

If children have trouble answering, give them a cloze paragraph to complete orally. Say:

*Last night it was so _____ (**cold**) in my room that I was shivering. I checked the _____ (**temperature**) in the room and found out it was only 60 degrees! I got some extra blankets to keep me _____ (**warm**) and went back to sleep.*

Differentiate

EL English Learners

ISSUE Children do not understand the definitions.

STRATEGY Provide translations of the **Key Words** and have children use each one in a sentence. Access **Family Newsletter 6** for translations in seven languages. Use cognates for Spanish speakers:

temperatura/temperature

AL Above Level

ISSUE Children already know the **Key Words** and use them fluently.

STRATEGY Have children strengthen connections between words and concepts by playing a game. One partner says the **Key Words**, and then the other partner says the first word that comes to mind as he or she hears each word. Have partners switch roles after all of the **Key Words** have been used. Challenge children not to repeat their partner's responses.



Big Book

Comprehension

4 Make Inferences Big Book page 28

Teach children the word **inference**. Say: *When you make a **guess** based on information you know, you make an inference.* Display and read aloud page 28.

Use the photo to model how to make inferences:

- *I can see that it looks **rainy** and windy outside. It is so windy that the rain is going sideways and the leaves are flying around. It is also **cloudy**.*
- *I read that Ray will not go out and play if there is a storm because he will get scared. I know what happens during a storm.*
- *And so I think that Ray is scared of something that can happen in this type of weather like thunder, lightning, or dark skies.*

Explain that children can also make **inferences** about a character from the way he or she acts. Ask: *What do you think Ray is like?* (He is nervous and does not like to play that much.)

Check & Reteach

OBJECTIVE: Make Inferences 

Ask children to make an inference Ask: *Who is the girl?* (a friend of Ray's) *Why do you think this?* (because she is near Ray and talking to him)

If children struggle to connect information and make an inference, ask: *What does the girl do throughout the story?* (She asks Ray to play.) Ask: *What people want to play with you?* (Possible response: my friends) Have children use this information to complete this sentence frame:

And so I know the girl is _____.

Listen Again and Analyze

5 Build Comprehension Big Book pages 4–27

Use the **Listen and Analyze** questions on pages T106a–T106d as you reread *Hey, Ray!* and practice making inferences.

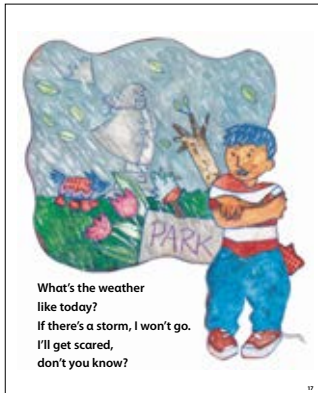


6 Meet the Author and Illustrator Big Book back cover

Display and read aloud the biography. Say: *Ms. Kratky enjoys **rainy** weather, and she likes to sail when it is windy. What do you do when it is **rainy** or windy? In the book, what does Ray think of **rainy** and windy weather?* (Possible response: At first he is afraid, but in the end he doesn't mind the rain and wind.)

Make Inferences

Look at the text and the picture. Ray is scared. The text does not say why. Look at the picture and think about what you know to figure it out, or **make an inference**, about what is going on.



What's the weather like today?
If there's a storm, I won't go.
I'll get scared, don't you know?

How to Make Inferences

1. Read the text. Look at the pictures.

2. Think about what you know.

3. Connect what you read and what you know.

I read _____.

I know _____.

And so _____.

Meet the Author

Lada Josefa Kratky

Lada Josefa Kratky has always loved the rain. As a child, she would watch puddles grow from all the tiny rain drops on the street. She also loves sailing, especially on windy days when the sailboat goes very fast.

Ms. Kratky writes books in both English and Spanish. She grew up in Uruguay. Now she lives in California.



Writer's Craft

Words that rhyme are words that end with the same sound. The author uses rhyming words like *go* and *know*. Write about a person and the weather. Use words that rhyme.

NATIONAL GEOGRAPHIC School Publishing Hampton-Brown



Big Book pages 28 and back cover

Writing

7 Writer's Craft Big Book back cover

Read aloud the **Writer's Craft**. Explain that many poems have words that rhyme. Rhyming words help make poems fun to read aloud. Display page 10 of *Hey, Ray!*

Read

It's not cold, not right now.
/ You won't get sick. / Come
out quick! / We can run. We
can hop. / We can laugh until
we drop.

Think Aloud

Sick and quick are rhyming words that both end with the sound ick. Hop and drop rhyme and both end with the sound op. Rhyming words are found at the ends of the lines on this page. Invite children to read the page aloud with you.

Have children work individually or in pairs to use rhyming words to write about a person and the weather. Explain that the person can be real or made up. Say that they do not need to write perfect sentences. They can use rhyming phrases.

Daily Language Arts

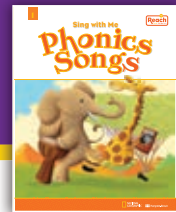
Daily Grammar ✓

Open the **Big Book** to page 4 and read the text: "Hey, Ray! Come and play!" Explain that this is a compound imperative sentence. The girl wants Ray to do two things: She wants him to come, and she wants him to play. So she gives him two commands, and she links them with the conjunction *and*. Then use the Daily Grammar lesson on page T103k to teach compound imperative sentences.

WRAP-UP

Ask: *In what weather do you not want to go out? What tools can tell you if the weather is like that?* (Possible response: I don't want to go outside when it's very **cold**. A thermometer can tell me the **temperature**.)

Day 3 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Substitute Medial Sounds
- ✓ Read and Spell Words with *ue, ui, u_e, ew*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 60
Sound/Spelling Cards 1, 5, 7, 11, 12, 36, 47
ue, ui, u_e, ew: Practice Master PM6.33
Write-On/Wipe-Off Boards
Read On Your Own Book 19
High Frequency Words: Practice Master PM6.34

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 3,
Tracks 27–28

Letter Cards

MATERIALS

beanbag or soft ball • masking tape

MORNING WARM-UP

What do you do in January? February? March?

Form a circle and toss a beanbag to the child on your right. Have the child tell about his or her favorite thing to do in January. Ask about February next, and continue with the rest of the months of the year.

Phonological Awareness

1 Substitute Medial Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *boot*.
- **Segment sounds:** /b/ /ōō/ /t/. Have children use sound boxes and say sounds.
- **Substitute a sound:** *Let's change /ōō/ to /ō/: /b/ /ō/ /t/.*
- **Say the new word:** *What is the new word? boat. Say the new word with me: boat.*

For **Phonological Awareness Routine 6**, see page BP30.

Repeat with the words *cool/coat, leap/loop, news/nose, both/booth, and soup/soap*.

Check & Reteach

OBJECTIVE: Substitute Medial Sounds ✓

Ask: *What is the new word if I change the /i/ in drive to /ō/? (drove)*

If children do not say *drove*, use **Phonological Awareness Routine 12**. Have children use sound boxes to segment *drive* and *drove*. Repeat with *truck/track* and *trap/trip*.

For **Phonological Awareness Routine 12**, see page BP31.

Phonics

2 Learn Words with *ue, ui, u_e, ew*

✓ Sing with Me Phonics Songs Book page 61

Play Tracks 27 and 28 and follow the directions. Practice the gestures until children can perform smoothly.

- 1 3 Point up toward the sky.
- 2 4 Put both hands in the air to cheer.
- 5 Pantomime putting on boots and snowsuit.
- 6 7 Sit down; push on ground; swoop hands.

COMMON CORE STANDARDS

Reading

Blend Sounds to Orally Produce Words CC.1.Rfou.2.b
Decode Words with *ue, ui, u_e, ew* CC.1.Rfou.3
Read Irregularly Spelled Words CC.1.Rfou.3.g

Language and Vocabulary


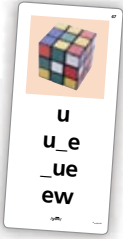


Spell Words with *ue, ui, u_e, ew* CC.1.L.2.d
Spell High Frequency Words CC.1.L.2.d
Spell New Words Phonetically CC.1.L.2.e

Snow Is Due

- 1 It's true, it's true, the snow is due.
- 2 Hurrah, hurrah!
- 3 It's true, it's true, the snow is due.
- 4 Hurrah, hurrah!
- 5 I put on my boots, my snowsuit, too.
- 6 I sit on my tube. It's true, I do.
- 7 I push hard and slide down
over the snow.
Watch me go.
Zoom, zoom, zoom!

Sing with Me Phonics
Songs Book page 61

Use the routine below to connect sounds and spellings /ōō/ and /yōō/ and to blend words.

Step 1 Develop Phonological Awareness	/ōō/ ue, ui, u_e, u	/yōō/ ue, u_e, ew, u
<p>1. Tell children: <i>These words have /ōō/ in the middle.</i> <i>These words have /ōō/ at the end.</i></p>	<p>fruit, rule, July, zoom blue, glue, zoo</p>	<p>mule, cute, bugle few, rescue, menu</p>
<p>2. Tell children: <i>I will say a word. Listen for /ōō/. If you hear /ōō/, raise one hand. If you don't, don't do anything.</i></p>	<p>true, juice, book, tune, clown, bruise, flu, truck</p>	<p>hew, hide, argue, down, fuse, use</p>
Step 2 Introduce the Sound/Spelling		
<p>1. Display the picture-only side of Sound/Spelling Card 36. Say: <i>Say the word moon with me: moon. Say /ōō/.</i></p> <p>2. Turn the card over. Review the spellings oo, ew, ou, and u_e. Have children repeat. Then cover those spellings and point to new spellings ue and u. When using Sound Spelling Card 47, review and then cover spelling u_e.</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Card 36: moon, /ōō/ ue, ui, u_e e, u</p> </div> <div style="text-align: center;">  <p>Card 47: cube, /yōō/ ue, u_e, ew, u</p> </div> </div>	
<p>3. Give examples of words with u, u_e, ew, and u. Also, introduce the ui spelling and give examples of words.</p>	<p>due, June, truth, new; suit, fruit</p>	<p>huge, rescue, mew, unit</p>
Step 3 Blend Sound-by-Sound		
<p>1. Write d. Say /d/.</p> <p>2. Add ue. Say /ōō/. Blend /d/ /ōō/, sweeping your hand below the spelling. Have children blend the sounds and the word with you.</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>d</p> <p>due</p>  </div> <div style="text-align: center;"> <p>f</p> <p>few</p>  </div> </div>	
<p>3. Write and blend the remaining words. Repeat the routine with Sound/Spelling Card 47.</p>	<p>glue, suit, tune cue, cube, hew</p>	

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE In Vietnamese, Hmong, and Haitian Creole, there is no sound transfer for /yōō/.

STRATEGY Have children:

- tell whether the /yōō/ sound is used in their home languages
- practice making the /yōō/ sound
- read sentences with multiple examples of /yōō/, such as *You have a few mules to use.*



Read On Your Own Book 23

Name _____ Date _____

Phonics
ue, ui, u_e, ew

Circle the word that names the picture.

1. fuel few fold	2. few fruit fry
3. due duck dunes	4. screw Sue scrap
5. float flute flew	6. stew sniff snowsuit
7. truth threw throat	8. cube clue cue

Read It Together Sue and Luke eat stew and fruit for lunch.

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NGReach.com Practice Master PM6.33

3 Read Words with ue, ui, u_e, ew

Read On Your Own Book 23 page 14
Use the **Word Builder** to display the words and sentences shown. Have children blend the words as they did in step 3 on page T107d. Ask children to read the two sentences. Then point out the High Frequency Word *do*.

NGReach.com Word Builder

Have children turn to page 14 of **Read On Your Own Book 23**. Have partners take turns reading the words. Assign **Practice Master PM6.33** for more practice.

4 Spell Words with ue, ui, u_e, ew

Use **Dictation Routine 1** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *true*.
- **Segment sounds:** /t/ /r/ /ōō/. Ask what blend they hear at the beginning. (tr)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 5 /t/, 12 /r/, and 36 /ōō/)
- **Repeat the word:** *true*. Have children write the spelling of the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *unit* and *suit*, using **Sound/Spelling Cards 1** /s/, 5 /t/, 7 /n/, 11 /i/, r/12/, 36 /ōō/, 47 /yoō/.

Write-On/Wipe-Off Board

Then use **Dictation Routine 2** to apply the spelling rule to complete sentences that children can write on their **Write-On/Wipe-Off Boards**.

- **Say sentences:** *It is true. Cute kittens say mew.*
- **Repeat sentences:** Children write the sentences as you repeat them several times slowly.
- **Write the sentence:** Children use your sentences to check and correct their spelling. Repeat with this sentence: *Sue has a new blue bugle.*

For **Dictation Routines 1 and 2**, see page BP35.



Words with ue, ui, u_e, ew

Look at each picture. Read the words.



Example:



suit



glue



tube



stew



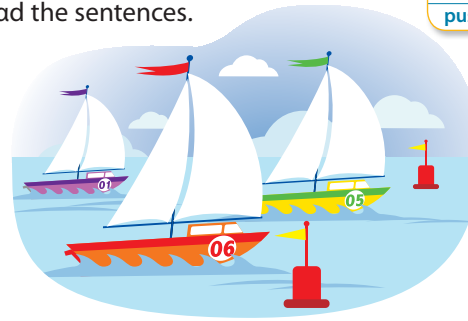
fruit juice



blue cup

Key Words

Look at the picture.
Read the sentences.



High Frequency Words

- been
- down
- hard
- now
- number
- push

The Boat Race

1. A **number** has **been** painted on each boat.
2. The wind swoops **down hard**.
3. It will **push** the boats.
4. **Now** the boats go fast to the end.

Which boat will win? What number does the boat have?



Phonics Games
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STUDENT TECHNOLOGY

e Student eEdition

Word Builder

NGReach.com

Read On Your Own Book 23
pages 14–15

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 23 page 15

Read aloud page 15. Point to the list of High Frequency Words. Then reread the sentences. Have children clap when they hear a High Frequency Word.

Play **Hopscotch**.

- Make a hopscotch grid on the classroom floor with masking tape.
- Choose a word. Write one letter in each box of the grid and the whole word at the top. Students hop, say each letter to spell the word, and say the word.
- Repeat for the other High Frequency Words.

REVIEW Check children's retention of High Frequency Words. Play **Hopscotch** with *funny, hurt, light, mean, sound, sea, food, head, hold, into, once, and few*.

For **Hopscotch Game**, see page BP39.

Assign **Practice Master PM6.34** for more practice.

Daily Language Arts

Daily Spelling and Word Work

Practice options on page T103j

Name _____ Date _____

Swing Time

Write a word from the box to complete each sentence.



- High Frequency Words
- been
 - down
 - hard
 - now
 - number
 - push

1. I have been pushing Josh on the swing.
2. My push is soft, and then it is hard.
3. Josh swings up and then back down.
4. We say a number for every push.
5. We are up to sixteen now!

Check & Reteach

OBJECTIVES: Read and Spell Words with *ue, ui, u_e, ew*
Read and Spell High Frequency Words

Seat children in a circle. Give a beanbag to one child and call out a High Frequency Word or a word with *ue, ui, u_e, or ew*. Have the child say the word's first letter and toss the beanbag to another child. The second child says the next letter and tosses the beanbag to a third child. Tossing continues until the word is spelled.

If children misspell words, use **High Frequency Words Routine 2** to reteach.

For **High Frequency Words Routine 2**, see page BP37.



Anthology

OBJECTIVES

Thematic Connection: Up in the Air

Preview a Story and Make Predictions

PROGRAM RESOURCES

My Vocabulary Notebook

Read with Me MP3

Writing Options: eVisual 6.10

MATERIALS

drawing paper • colored markers or crayons • examples or pictures of summer clothing and winter clothing • 2 cardboard boxes • timer

Power Writing

Have children write as much as they can as well as they can in one minute about the word *rainy*.

For *Writing Routine 1*, see page BP56.

Vocabulary Practice

1 Expand Word Knowledge

Use **Vocabulary Routine 2** to model making a four-corner poster for the word **snowy**.

- Fold a square sheet of paper in half vertically, then in half horizontally, to form four sections.
- Have children write the word in the first square, draw a picture in the second square, write a definition in the third square, and write a context sentence in the fourth square.

For *Vocabulary Routine 2*, see page BP47.

Assign one **Key Word** to a small group of children. Have groups create four-corner posters for their words. Then have them add the sentence to **My Vocabulary Notebook**.

Key Words

calendar • cloudy • cold • cool
hot • month • rainy • snowy
sunny • temperature • warm • year

snowy	
Sentence: I like to play outside on a snowy day!	Definition: white flakes of frozen water

Four-Corner Poster

Academic Talk

2 Preview and Predict Anthology pages 108–123

Read aloud the title *A Year for Kiko*. Explain that the story is about a girl named Kiko and the things she does during the year. *Let's do a picture walk to help us predict what the story will be about.* Begin with pages 110 and 111, and guide children to notice Kiko's coat and the snow outside. Ask: *What is Kiko doing in this picture?* (playing in the snow, looking out the window)

Have partners turn and talk to continue the picture walk and make predictions. Remind children to take turns speaking and listening to each other. Have them share their predictions with the rest of the class. Ask: *What do you think will happen in this story?* (Possible responses: Kiko will play in the snow and in other kinds of weather.) *How do you know?* (There is a picture of her in the snow and in a pool.)

COMMON CORE STANDARDS

Reading

Read Prose CC.1.Rlit.10
Read with Accuracy and Fluency CC.1.Rfou.4
Read Orally with Accuracy, Appropriate Rate, and Expression CC.1.Rfou.4.b

Writing

Write Opinions on Topics CC.1.W.1

Speaking and Listening

Participate in Conversations CC.1.SL.1

Language and Vocabulary

Expand Compound Imperative Sentences CC.1.L.1.j

Determine the Meaning of New Words CC.1.L.4

Use Words and Phrases CC.1.L.6

Check & Reteach

OBJECTIVE: Preview a Story and Make Predictions

Ask children to share their predictions.

If children don't predict something reasonable, have them look at the story illustrations again. Ask questions, such as: *What time of the year do you think it is in this picture? What is the weather like in winter? (cold) Do you think the weather is warmer in this picture? How can you tell?* (Possible response: Yes, the weather is warmer. Kiko is wearing only a sweater, not a warm coat.) Continue asking questions that help children see that the story follows Kiko through the seasons and months of the year.

Read Realistic Fiction

Realistic fiction is a story that is made up, but could happen in real life.

Sensory Details

Sensory details tell what characters see, hear, smell, taste, and touch.

sensory detail

February is cold and still.

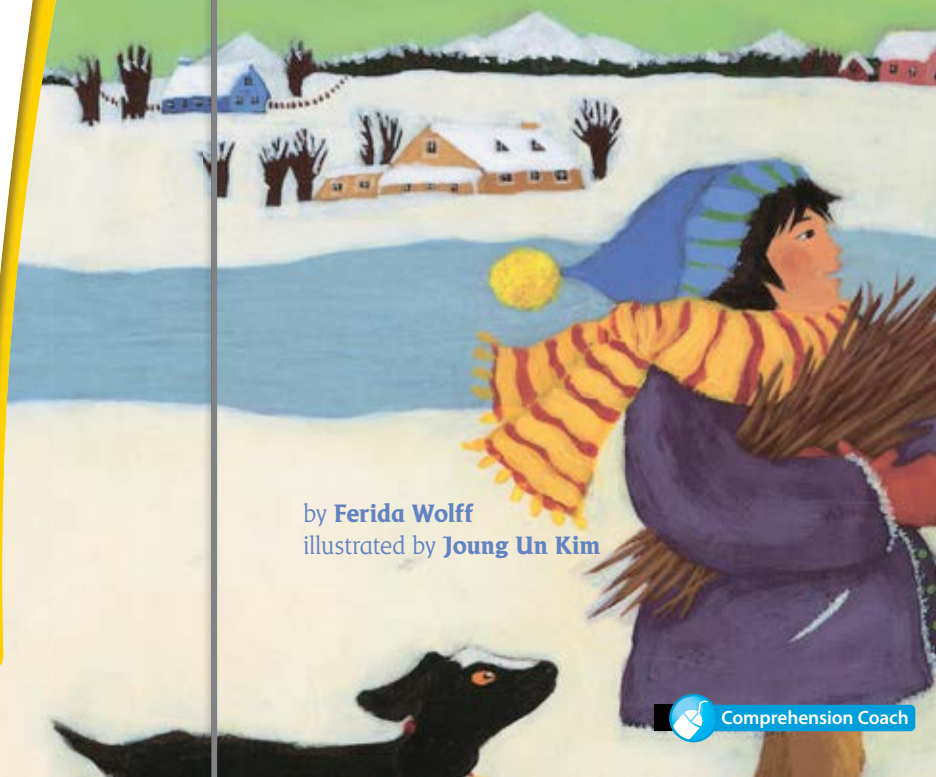


Reading Strategy

Make inferences as you read.

How do you think Kiko feels about the different weather?

A Year for Kiko



by **Ferida Wolff**
illustrated by **Joung Un Kim**

Comprehension Coach

STUDENT
TECHNOLOGY



Digital
Library



Read
with Me



Student
eEdition



My Vocabulary
Notebook

NGReach.com

108

Anthology
pages 108–109

Shared Reading

3 Read a Story Anthology pages 108–124

GENRE AND SENSORY DETAILS Say that “A Year for Kiko” is realistic fiction.

Explain that realistic fiction is a made-up story, but the characters and settings are like those in real life. Explain: *Sensory details tell how something looks, feels, sounds, smells, or tastes.*

SCIENCE BACKGROUND Share information to build background:

- The **year** starts in January. In many places, January is a winter **month**. The weather can be **snowy**.
- Many places have four seasons: winter, spring, summer, and fall. In spring, the weather **warms** up for summer, and in fall, the weather **cools** down for winter.

Read pages 109–124 to the class. Use the questions on pages T110–111 to T124 to guide discussion on the first read (Day 3) and the second read (Day 4).

Comprehension Focus

FIRST READ

SECOND READ

Day 3 Reread and Comprehend

- Make and Confirm Predictions
- Active Reading
- Critical Thinking

Day 4 Reread and Analyze

- ✓ Classify Details
- ✓ Make Inferences
- Critical Thinking

January **snow** is falling.
Kiko slips in the snow. **1**



110

Anthology
pages 110–111

February is **cold** and still. Kiko's window is frosted white. Kiko draws a smile with her finger. The smile melts the ice. **1 2**



111

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Make Connections** As you read about Kiko, ask children to share what they do in the snow or what they do when they watch snow fall outside.
- 2 Make Predictions** *We read about what Kiko does in January and February. What do you think we will read about next?* (what she does in March) *Why do you think that?* (We are learning about Kiko's year month by month.)

SECOND READ

Day 4 Reread and Analyze

- 3 Make Inferences** ✓ *What happens to Kiko?* (She falls down.) *Why do you think this happens?* (Snow and ice are slippery.)
- 4 Classify Details** ✓ Draw a box and label it *Cold Weather Clothes*. Have children point to the pictures and name cold weather clothes. Write the list of clothing items in the box. (hat, mittens, scarf, warm coat, sweater)

See **Differentiate**

Differentiate

SN Special Needs

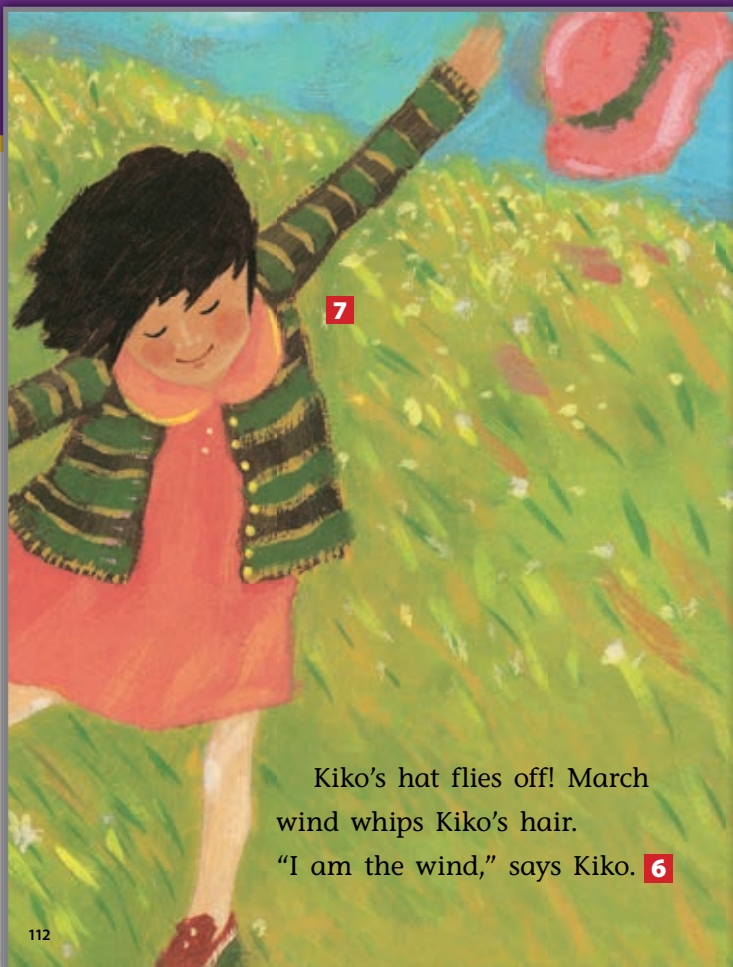
ISSUE Children may benefit from physically handling objects when they classify.

STRATEGY Provide actual summer and winter clothing, or pictures of them. Label two boxes *Warm Weather Clothes* and *Cold Weather Clothes*. Have children pick up one item at a time, name it, and tell whether it is for warm weather or cold weather. Then have them place the item into the correct box.

EL English Learners

ISSUE Children may not know the English words for clothing items.

STRATEGY Display clothing items. Allow children to point to each item they do not know. Provide the vocabulary words for them.



Kiko's hat flies off! March wind whips Kiko's hair. "I am the wind," says Kiko. **6**

112



April **rain** falls everywhere. It waters the earth and Kiko, too. Now she must play inside. **5**

113

Anthology
pages 112–113

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 5 Make and Confirm Predictions** Point out that this spread shows March and April. Ask: *Does this match your prediction?* (Yes.) *What are the next months? What do you think Kiko will do next?* (Possible response: The next months are May and June. Kiko might do summer activities, such as hiking and swimming.)

SECOND READ

Day 4 Reread and Analyze

- 6 Figurative Language** Ask: *When Kiko says, "I am the wind," what does she mean?* (Possible answer: She means that she can move around outside like the wind.)
- 7 Classify Details** Draw a box. Label it *Spring*. Explain that March and April are two **months** in spring. Ask children to find details about spring. (wind, sweaters, rain) Write the words in the box and ask children to tell other details about spring, such as flowers or cool air.

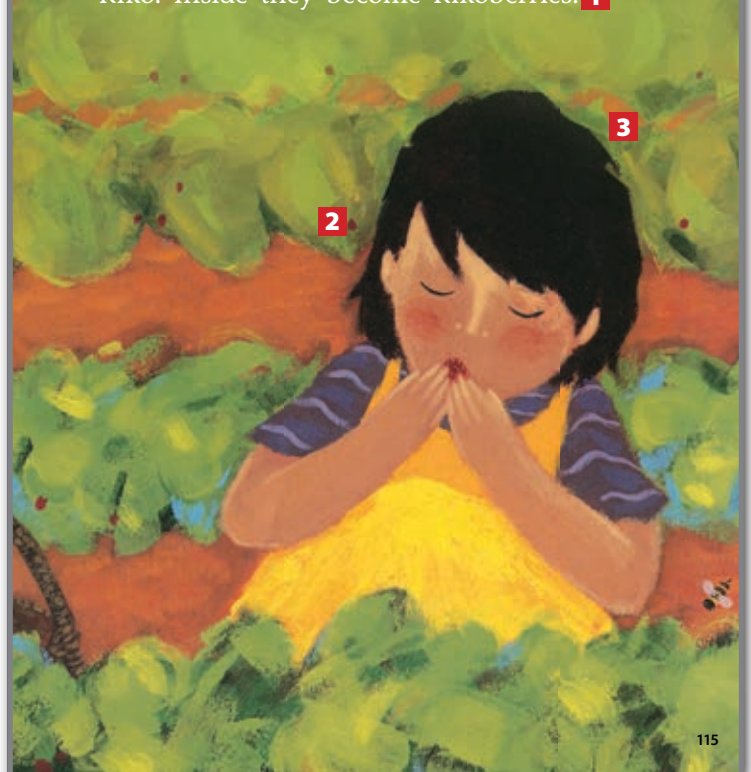
Kiko plants a seed. Maybe it will grow big. May is a **month** for growing.



114

Anthology
pages 114–115

Kiko picks June strawberries. One fat berry for the basket. Many fat berries for Kiko. Inside they become Kikoberries. **1**



115

Build Comprehension

FIRST READ

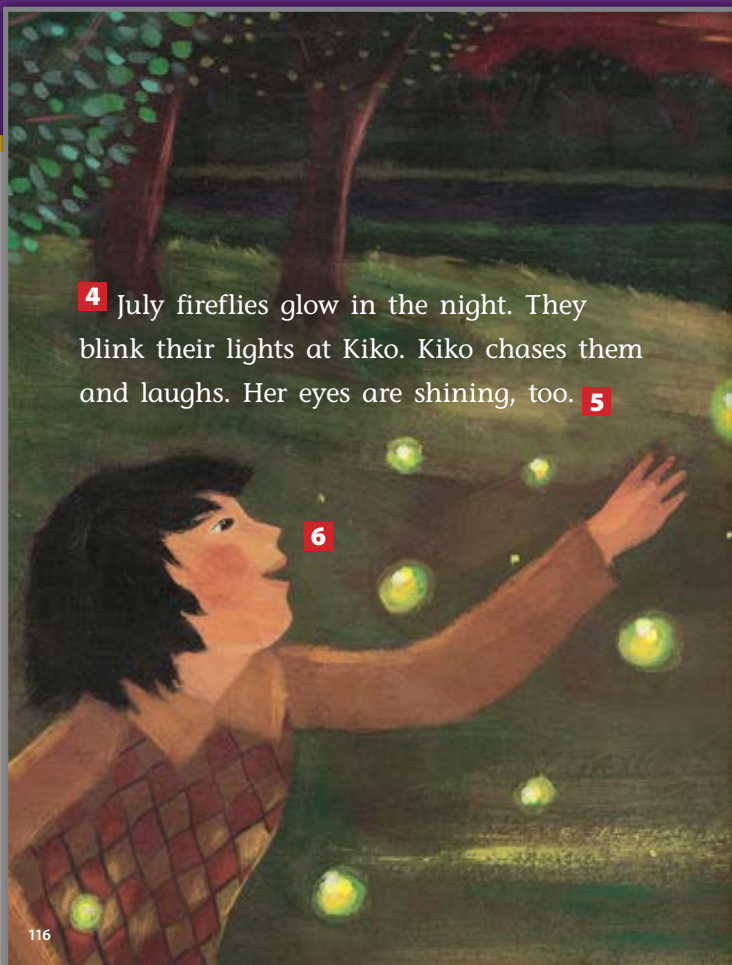
Day 3 Read and Comprehend

- 1 Confirm Predictions** Give a thumbs up if you were right about what Kiko does in May and June.

SECOND READ

Day 4 Reread and Analyze

- 2 Classify Details** ✓ Draw a box and label it *Warm Weather*. Ask: *What are some things Kiko does when the weather is warm?* (plants seeds, eats strawberries) *What does she wear in warm weather?* (no shoes, short sleeves, a dress, no coat or sweater) Add children's responses to the box.
- 3 Make Inferences** ✓ *What do you think happens to most of the berries Kiko picks?* (Possible response: She eats them.)



4 July fireflies glow in the night. They blink their lights at Kiko. Kiko chases them and laughs. Her eyes are shining, too. **5**

6



Anthology
pages 116–117

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 4 Use Visuals** Ask: *What time of day is it in this picture?* (evening) *What do you think Kiko is doing?* (Possible responses: chasing bubbles, chasing fireflies) Read aloud pages 116–117.

SECOND READ

Day 4 Reread and Analyze

- 5 Use Sensory Details** *What words help us picture what a July night looks like for Kiko?* (glow, blink, lights, shining) *What would we hear if we were there?* (Kiko laughing)
- 6 Make Inferences** Ask: *What do you think Kiko is feeling as she chases fireflies?* (Possible response: She is having fun.) *How do you know?* (She is laughing; her eyes are shining.)

See **Differentiate**

Differentiate

BL Below Level

ISSUE Children cannot make an inference about Kiko's feelings.

STRATEGY Guide children to make an inference by asking questions, such as: *What is Kiko doing while she chases the fireflies?* (She is laughing.) *Do you laugh when you are having fun or when you are sad?* (when I am having fun) Then explain: *I know that people look excited and laugh when they are having fun. I can make the inference that Kiko is happy and that she is having a good time.*

August mornings are **hot**. Kiko wears her bathing suit. She sits in her pool. Now August feels **cool**. **2**



118

Anthology
pages 118–119



Crickets chirp at Kiko. Together they sing a September song. **3 4**

119

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** *What insect do you see on page 119?* (crickets) *What sound do crickets make?* (Responses will vary.) Have children chirp like crickets as you read the text on page 119.

SECOND READ

Day 4 Reread and Analyze

- 2 Cause and Effect** *What makes Kiko sit in her pool?* (Possible response: The weather is **hot**. She sits in her pool to feel **cool**.)
- 3 Sensory Details** *Which words describe something you can hear?* (chirp, sing, song)
- 4 Make Inferences** *What sound do you think Kiko was making as she sang with the crickets?* (a chirping sound) *How do you know?* (It says she sang with the crickets and the crickets make a chirping sound.)

See **Differentiate**

Differentiate

BL Below Level

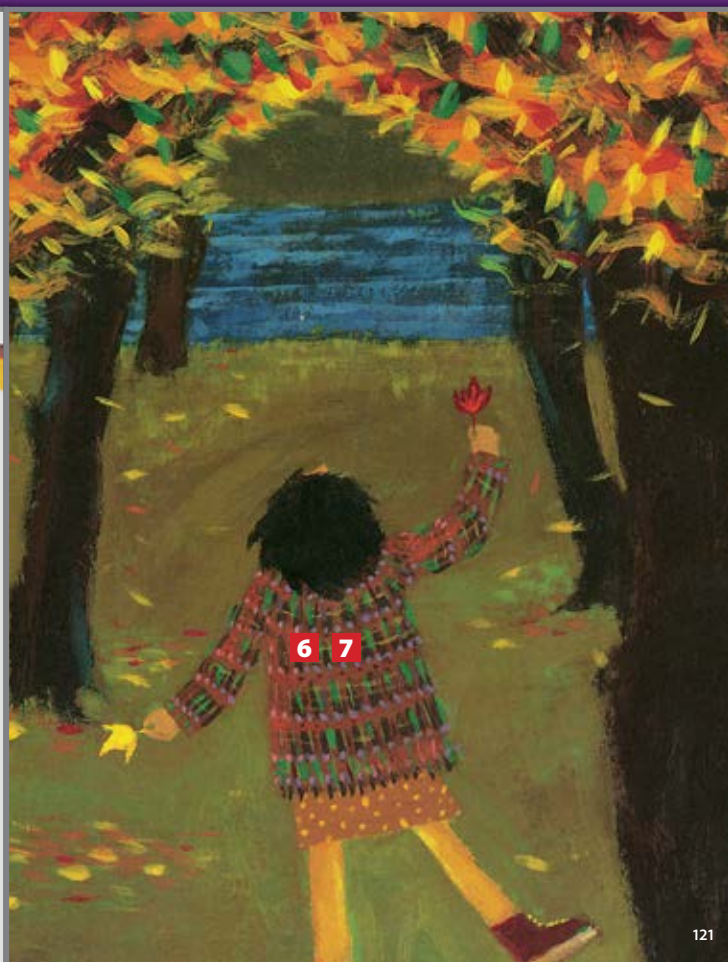
ISSUE Children have difficulty making an inference about the sound Kiko makes.

STRATEGY Guide children to make an inference by asking: *What do you read about Kiko in September?* (Possible response: I read that she makes a September song with the crickets.) *What do you already know about crickets?* (Possible response: They make a loud, chirping sound.) *What can you infer about the sound Kiko is making when she sings with them? What do you think she sounds like?* (Answers will vary, but children should imitate a cricket sound.) If children have never heard a cricket, try to find an audio clip to play for them.

Red and gold leaves are falling. Kiko holds a red leaf in one hand. She holds a gold leaf in the other. Kiko feels like an October tree. **5**



120



121

Anthology
pages 120–121

Build Comprehension

FIRST READ

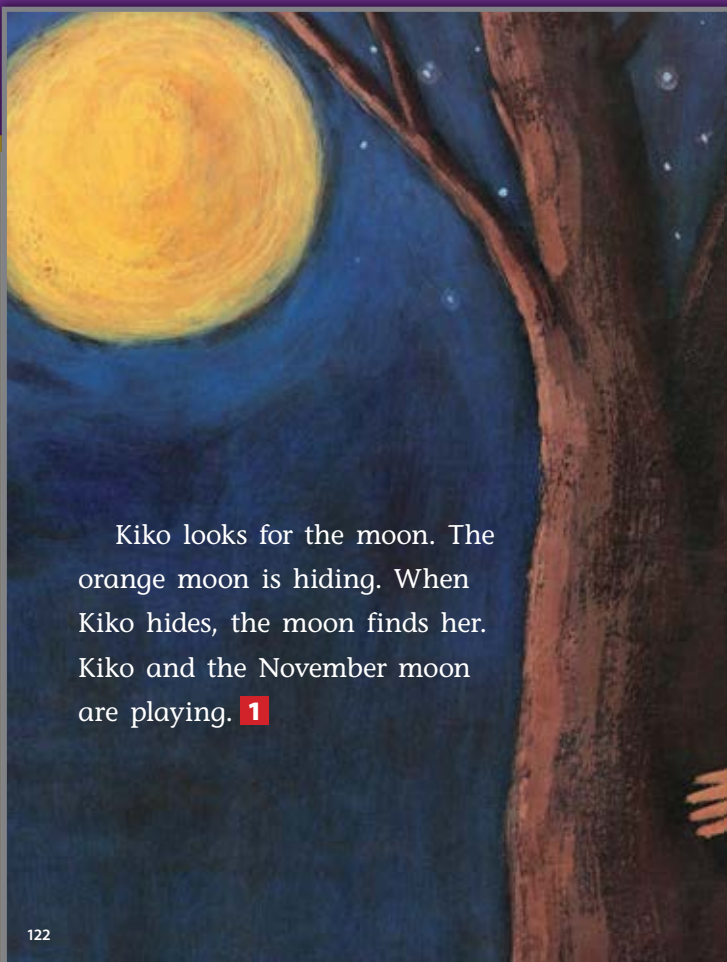
Day 3 Read and Comprehend

- 5 Relate to Personal Experience** *Have you ever seen red and gold leaves in the fall? What things do you like to do in the fall?* (Responses will vary.)

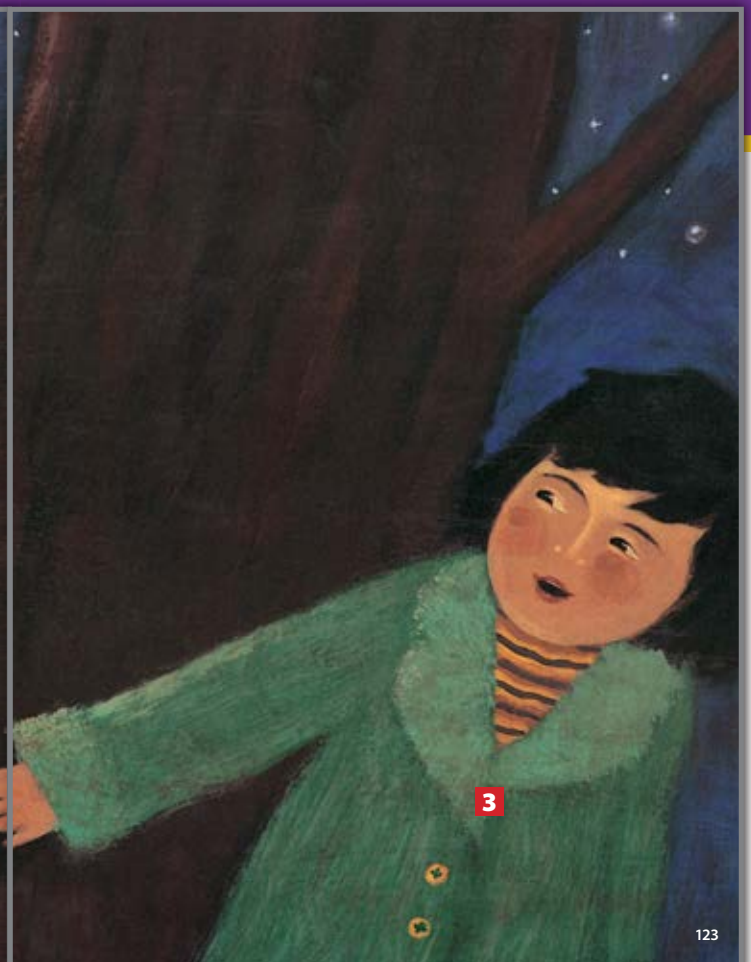
SECOND READ

Day 4 Reread and Analyze

- 6 Classify Details** ✓ Draw a box. Label it *Fall*. Have children look at pages 120–121 and point out some details about fall, such as red and gold leaves and sweaters. Write the words in the box and ask children to name other details about fall.
- 7 Make Inferences** ✓ *What is the weather like? How can you tell?* (Possible responses: It is **cool**. Kiko is wearing a heavy sweater. This makes sense because it is October.)



Kiko looks for the moon. The orange moon is hiding. When Kiko hides, the moon finds her. Kiko and the November moon are playing. **1**



Anthology
pages 122–123

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** Read aloud pages 122–124. Then have children echo read. Have volunteers act out Kiko hiding from the moon.

SECOND READ

Day 4 Reread and Analyze

- 2 Make Inferences** ✓ *What inference can you make about the weather now?* (It is **cold** out.) *How do you know?* (Possible responses: Kiko is wearing a winter coat, mittens, and scarf. She breathes out clouds and is ready for snow.)

See **Differentiate**

- 3 Classify Details** ✓ Point out that the story started in winter. Draw a box labeled *Winter*. Ask children to name winter details from pages 122–124. (breathes clouds, winter coat, mittens, hat, **snowy**) Add them to the box.

- 4 Clarify Meaning** *What does it mean to say that Kiko “breathes out clouds”?* (When the air is **cold**, she can see her breath.)

Differentiate

BL Below Level

ISSUE Children are unable to make an inference from the picture or the text about the weather.

STRATEGY Point to what Kiko is wearing in the picture. Have children name the items. Ask: *Do you wear mittens in **warm** weather or **cold** weather? (**cold** weather) When would Kiko wear a winter coat? (when it is **cold**)* Explain: *I can use these details to make the inference that the weather is **cold** for Kiko now.*



4 In December Kiko breathes out clouds. She puts on her winter coat. She wears her mittens and hat. Kiko is ready for snow. ❖

124

Anthology page 124

Writing

4 Write About Seasons

Draw a chart with headings *Winter, Spring, Summer, and Fall*. Ask children to name activities, foods, and clothes for each season. List their responses. Put children into four groups. Assign each group a season. Read aloud the options for writing.



Writing Options

1. Write sentences about what you like best about your season.
2. Write sentences about what you like to do, eat, and wear in your season.

Key Words

calendar · cloudy · cold · cool
hot · month · rainy · snowy
sunny · temperature · warm · year

[NGReach.com](https://www.ngreach.com) Writing Options: eVisual 6.10



INTERACTIVE WHITEBOARD TIP: Have children write their names next to the option they chose.



Daily Language Arts

Daily Grammar

Display the following sentences: Come on in. Get cool.

Explain that Kiko might say this to a friend when she is in her pool in summer. Then say: *You could put these sentences together.* Change the sentence to read: Come on in and get cool.

Point out that *and* is used to combine the two short sentences.

Then use the Daily Grammar lesson on page T103I to teach expanding compound imperative sentences.

WRAP-UP

Have pairs compare what Kiko does in different months to what they do in those months, telling a difference and a similarity.

OBJECTIVES

Thematic Connection: Up in the Air

- Substitute Medial Sounds
- Read and Spell Words with *ue, ui, u_e, ew*
- Read and Spell High Frequency Words
- Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY


- Sound/Spelling Cards 6, 9, 10, 36
- Words with *ue, ui, u_e, ew*: Practice Master PM6.35
- Write-On/Wipe-Off Boards
- Syllables: Practice Master 6.36
- Read On Your Own Book 23

TECHNOLOGY ONLY

- Letter Cards

MATERIALS

small chips or coins for counting sounds, 4 per child



MORNING WARM-UP

Imagine you are a sailor or a farmer. Would you need to know the weather? Why or why not?

Have children vote “yes” or “no.” Then ask them to support their answers.

Phonological Awareness

1 Substitute Medial Sounds

Use **Phonological Awareness Routine 6**.

- **Say a word:** *hot*.
- **Segment the sounds:** /h/ /ō/ /t/. Have children put chips in the sound boxes as they repeat each sound.
- **Substitute a sound:** *Let's change /ō/ to /ōō/: /h/ /ōō/ /t/.*
- **Say the new word:** *hoot. Say the new word with me: hoot.*

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with *made/mood, group/grape, tube/tub, and ride/rude*.

Check & Reteach

OBJECTIVE: Substitute Medial Sounds

Ask: *What is the new word if I change /ă/ in gap to /ōō/? (goop)*

If children have trouble, use **Sound/Spelling Cards** 10 /g/, 6 /ă/, and 9 /p/ to show each sound of *gap*. Then take away **Sound/Spelling Card** 6 /ă/ and replace it with card 36 /ōō/ and say: *goop*. Have children repeat. Repeat with *bam (boom)* and *pole (pool)*.

Phonics

2 Read and Spell Words *ue, ui, u_e, ew*

REVIEW Print, cut out, and use the **Letter Cards** to model how to build *cube*. Have partners use **Letter Cards** to build, blend, and sort the following words: *blue, clue, cue, Sue, due, fruit, suit, juice, use, flute, mule, rude, newt, blew, new, few, and grew*.

Then have them write the words in the appropriate column in a four-column chart with the heads *ue, ui, u_e, and ew*. Assign **Practice Master PM6.35** for more practice.

ue	ui	u_e	ew
blue	fruit	use	newt
clue	suit	flute	blew
cue	juice	mule	new
Sue		rude	few
due			grew

Word Bank

Name _____ Date _____

Phonics

Words with *ue, ui, u_e, ew*

Read and trace each word. Write the word that completes each sentence.

few clues tube suit

1. Where is Ruth? I'll give you some clues.
2. Ruth has her suit on so she can swim.
3. She floats in a big tube.
4. She sees a few fish swim below.
5. What other clues can you give for a lake?



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NGReach.com Practice Master PM6.35

COMMON CORE STANDARDS

Reading

- Blend Sounds to Orally Produce Words CC.1.Rfou.2.b
- Decode Words with *ue, ui, u_e, ew* CC.1.Rfou.3
- Read Irregularly Spelled Words CC.1.Rfou.3.g
- Read with Fluency CC.1.Rfou.4

Language and Vocabulary

- Spell Words with *ue, ui, u_e, ew* CC.1.L.2.d
- Spell High Frequency Words CC.1.L.2.d
- Spell New Words Phonetically CC.1.L.2.e

Use **Dictation Routine 2** to have children spell sentences on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *We eat the new cool blue fruit cubes.*
- **Repeat the sentence.** Have children write the sentence.
- **Write the sentence.** Have children check and correct spelling.

For **Dictation Routine 2**, see page BP35.

Remind children that a syllable is a word part and that each syllable has one vowel sound. Display *cat*, *go*, *tube*, and *coat*. Point out the vowel-consonant patterns in these words. Tell children that they can use what they know about syllable patterns to read longer words, such as *rabbit*, *soda*, *baseball*, and *raincoat*.

Assign **Practice Master PM6.36** for more practice.

High Frequency Words

3 Read and Spell Key Words ✓

Model pronouncing this week's words. Have children chant the words three times as you point to them on the Word Wall: *been*, *down*, *hard*, *now*, *number*, and *push*.

REVIEW Have children review previously taught words *funny*, *hurt*, *light*, *mean*, *sound*, *sea*, *food*, *head*, *hold*, *into*, *once*, and *few*. Read them aloud. Then have children look for the words in classroom printed materials and make a list of the words they find.

Check & Reteach

OBJECTIVES: Read and Spell Words with *ue*, *ui*, *u_e*, *ew* ✓
Read and Spell High Frequency Words ✓

Distribute **High Frequency Word Cards** as well as index cards with the words *truth*, *blew*, *suit*, and *mute*. Have partners take turns reading and spelling each word.

For children who have not mastered the High Frequency Words, use **High Frequency Words Routine 2** to reteach the words. For children who misspell *ue*, *ui*, *u_e*, and *ew* words, have children copy them three times.

For **High Frequency Words Routine 2**, see page BP37.



Daily Language Arts

Daily Spelling and Word Work ✓








Practice options on page T103j

Name _____ Date _____

Phonics

Syllables

Draw a line between syllables. Circle the word that names the picture.

1.	15	flagpole feedback fifteen	2.		broken button beanbag
3.		penny puppet puppy	4.		trombone tennis traffic
5.		rainbow raccoon rabbit	6.		cactus cupcake cannot
7.		poncho pillow public	8.		picnics pinecones pancakes

Read It Together Would you eat fifteen pancakes?

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For use with TE p. T124b **PM6.36** **Unit 6 | Up in the Air**

NGReach.com Practice Master PM6.36



Read On Your Own
Book 23

Legend

- words with /oo/ and /yoo/
- high frequency words
- * story words

Who Needs to Know the Weather?
by Anna Halloran

What will it be like outside? Are blue skies due? Will it be hot or cold? Who needs to know? We all need to know.

Read On Your Own Book 23
pages 16–19

farmer

wet fields

Farmers* need to know the weather.* Is it time to plant crops now? If it rains too much, crops cannot be planted. The fields will be too wet.

land

If it has been dry, crops cannot be planted. The land will be too hard.

1

fruit

Will it get cold at night? Fruit on trees can freeze. Ice can bruise the fruit.

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 23	Teacher's Edition
blends with /	blue (page 16) plant (page 17) close (page 20)	blends with / (page T93n)
compound words	outside (page 16) raincoat (page 22) snowsuit (page 23)	compound words (page T75d)
words with <i>oa, ow, -old</i>	cold (pages 16, 19) know (pages 16, 17, 20, 22, 24) boat (pages 20, 21)	/ō/-old (page T71b) /ō/ow (page T71b) /ō/oa (page T71b)

* Page numbers in **bold** reference Units 5–8.

AL Above Level

ISSUE Children easily decode the text.

STRATEGY Have children think of who else might need to know the weather and have them write a sentence about it.

Decodable Reading

4 Read “Who Needs to Know the Weather?”

Read On Your Own Book 23 pages 16–23

Use the photos to preteach the story words *farmers* and *weather* on page 17 and *sailors* on page 20. Then use **Decoding Routine 4** to conduct two readings of “Who Needs to Know the Weather?” First conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 4 Reread and Comprehend

Have children chorally reread the text. Listen for improvement on rate and accuracy. Use the following questions to build comprehension.

- 1 Identify Details** *How does dry weather hurt the farmers?* (Dry weather makes the land too hard. Crops cannot be planted.)
- 2 Determine Problem** *What can huge waves do out at sea?* (Huge waves can smash a boat.)
- 3 Summarize** *Who needs to know the weather in the story?* (Farmers and sailors need to know the weather. Kids also need to know the weather.)
- 4 Make Connections** *What is the weather like today? How did you find out about it?* (Possible response: It’s hot and sticky. I went outside.)

For **Decoding Routine 4**, see page BP34.



Sailors need to know the weather. Is it safe to sail a boat? Strong winds can make **huge** waves in the sea. Close to land, the waves can **push** a boat onto the sand.



Out at sea, **huge** waves can smash a boat. These sailors need help. A **rescue** team drops a **tube** down. They lift the sailors off the boat.



You need to know the weather. Check for a **few** clues. Will it rain? Get a raincoat and boots.



Will it snow? Get a **snowsuit** and mittens. Will it be hot? Dress to stay cool.

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach

NGReach.com

Read On Your Own Book 23
pages 20–25



It's **true!** We all need to know what the weather will be. What is your weather like? ❖

Practice Phonics

Words with **ue, ui, u_e, ew**

Read these words.

few blue clues fruit
pie glue seeds tube

Find the words with **ue, ui, u_e, or ew**.

Use letters to build them.

f e w

Talk Together This **fruit** has a **few** seeds.

Choose words from the box to complete the sentences.

-  This ____ has a ____ seeds.
-  This ____ is ____.
-  This ____ is in a ____.

Practice Phonics

5 Words with ue, ui, u_e, ew Read On Your Own Book 23 page 25
Print, cut out, and distribute **Letter Cards**. Read aloud the first activity on page 25. Have partners read the words in the box and build them.

6 Talk Together Read On Your Own Book 23 page 25
Have children tell about each photo by filling in the blanks in the sentence frame with words from the box. (Possible responses: *This fruit has few seeds. This fruit is blue. This glue is in a tube.*)

f	e	w	
b	l	u	e

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from "Who Needs to Know the Weather?" Note reading rate and accuracy.

Have children who have low reading speeds conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.



Anthology

OBJECTIVES

Thematic Connection: Up in the Air

- ✔ Classify Details
- ✔ Make Inferences

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me MP3

MATERIALS

children's 4-corner posters from Day 3 • timer

Power Writing

Have children write as much as they can as well as they can in one minute about the word *cloudy*.

For **Writing Routine 1**, see page BP56.


Vocabulary Practice

1 Share Word Knowledge ✔

Have children use the 4-corner posters they made on Day 3 (see page T108). Pair children and have them follow the steps in **Vocabulary Routine 3**.

- Have children take turns reading their words and sentences.
- Discuss how the pictures show the meanings of the **Key Words**.
- Have children create a sentence using their **Key Word** and another **Key Word**. Direct them to write this sentence on the back of their 4-corner posters.

For **Vocabulary Routine 3**, see page BP48.

snowy	
Sentence: I like to play outside on a snowy day!	Definition: white flakes of frozen water

4-Corner Poster

Key Words

calendar · cloudy · cold
cool · hot · month
rainy · snowy · sunny
temperature · warm · year

Academic Talk

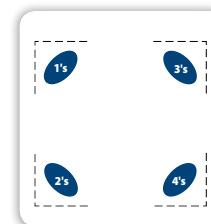
2 Act Out Kiko's Actions

REVIEW Explain that children will act out things Kiko did in the story.

Use **Corners**.

- Organize the class into four groups.
- Assign each group a corner, one for each season.
- Have groups decide what activities to act out for the class. Ask children to also make an inference about something Kiko did in that season, such as why she did certain activities or wore certain clothes.
- Have groups act out the activities and share their inferences.

For **Corners**, see page BP60.



Corners

Check & Reteach

OBJECTIVE: Classify Details ✔
Make Inferences ✔

Have children tell why Kiko dressed as she did and why she did the activities she did. If children are not sure, guide children to notice and classify details of clothing and activities as you **Reread and Analyze** the story. Give explicit reteaching. For example, if children cannot make an inference about why Kiko fell down on page 110, ask: *Have you ever stepped on snow or ice? What do you know about ice? (It is slippery.) I know snow and ice can be slippery, so I can make an inference that the snow made Kiko slip and fall.*

COMMON CORE STANDARDS

Reading	
Identify Feeling or Sensory Words	CC.1.Rlit.4
Read Prose	CC.1.Rlit.10
Writing	
Add Details to Strengthen Writing	CC.1.W.5
Speaking and Listening	
Participate in Conversations	CC.1.SL.1
Language and Vocabulary	
Use and Expand Compound Declarative and Imperative Sentences	CC.1.L.1.j
Determine the Meaning of New Words	CC.1.L.4
Use Words and Phrases	CC.1.L.6

Read Realistic Fiction

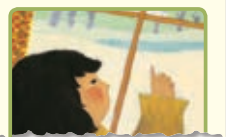
Realistic fiction is a story that is made up, but could happen in real life.

Sensory Details

Sensory details tell what characters see, hear, smell, taste, and touch.

sensory detail

February is cold and still.



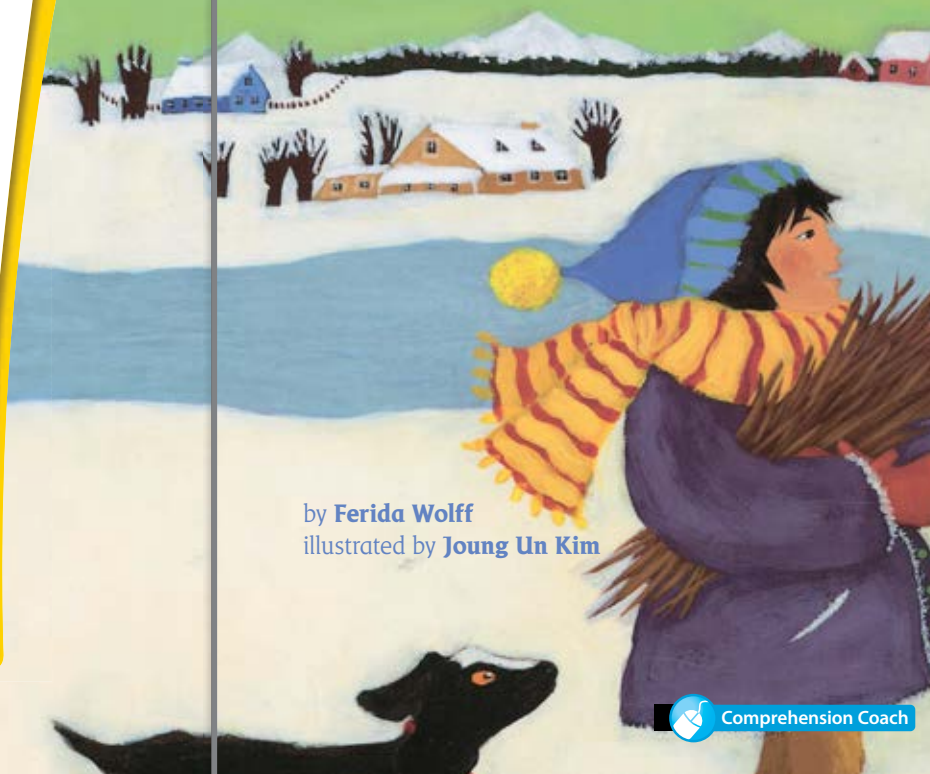
Reading Strategy

Make inferences as you read.

How do you think Kiko feels about the different weather?

108

A Year for Kiko



by Ferida Wolff
illustrated by Joung Un Kim

Comprehension Coach

STUDENT
TECHNOLOGY



Student
eEdition



Read
with Me

NGReach.com

Anthology
pages 108–109

Reread and Analyze

3 Build Comprehension Anthology pages T108–T124

Read page 108. Say: *Writers do not always tell us everything. We often have to make inferences about what characters do or why they do it.* Ask children to think about making inferences as they reread. Use the **Reread and Analyze** questions on T110–111 to T122–123 as you reread “A Year for Kiko”.

See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Have children listen to the story using the **Read with Me MP3** before conducting the whole-class rereading.

OL On Level

READ TOGETHER Have children track the print as you reread together.

AL Above Level

READ ALONG Have children whisper read as you conduct the rereading.



Mini Lesson

Use Sensory Details

Explain: *One way writers make stories more interesting is to use sensory details. Sensory details are words that tell us how something looks, feels, sounds, tastes, or smells.*

- Read aloud **Anthology** page 111. Think aloud: *I see the words **cold** and still. **Cold** tells me how the air feels outside Kiko's window. Still means nothing is moving or making noise, so I know it is very quiet. Then I read that the windows are frosted white, and I can picture the windows all covered with ice. When Kiko draws on the frost, I can imagine how **cold** the window felt, and how her **warm** finger melted the ice.*
- Ask children to close their eyes as you read aloud page 116. Ask: *What do you picture as you hear this page read aloud?* (Responses will vary.) *Many of the words on this page tell us how things looked. What are some words that help you picture the July night?* (*glow, blink, lights, shining*)
- Read aloud page 119. Say: *Listen to the words chirp, sing, and September song. Do they help us see something or hear something?* (hear something)
- Ask children to close their eyes as you read aloud pages 120–121. Ask: *What do you picture? What sensory details help you?* (Children's responses should mention the red and gold leaves and the words *red, gold, falling, October, and tree.*)

If children cannot answer, do a Think Aloud with pages 120–121 to model. Then ask again. Point out: *The writer uses words that describe what the leaves looked like and what Kiko felt like.*

4 Meet the Author **Anthology** page 125

Read aloud the biography of Ferida Wolff. Use the biography to build comprehension:

- **Recall Details** *What kinds of things did Ferida Wolff write about when she was a child?* (people and pets)
- **Make Inferences** *What inference can you make about what Ferida Wolff wanted to be when she was a young girl?* (It is likely that she wanted to be a writer, since she wrote stories and poems a lot.)

See page LR12 for a list of additional books by Ferida Wolff.

Meet the Author

Ferida Wolff



Ferida Wolff wrote a lot when she was a young girl. She wrote about people and pets. She wrote letters and stories.

Ms. Wolff still writes many stories. There is always something new to learn and write about.



▲ Ferida Wolff



Writer's Craft

Find words that Ferida Wolff used to tell what Kiko does. Can you think of other action words?

125

Anthology page 125

Writing

5 Writer's Craft Anthology page 125

Read aloud **Writer's Craft**. Explain: *The author uses action words to tell what Kiko did.* Point to *breathes* on page 124. Ask: *Have you ever breathed out clouds when it was cold?* Act out feeling breath on your hands. Have children copy. Ask: *What else do you think Kiko might want to do outside when it is cold?* (Possible response: skate)

Write an example, such as these two sentences: Kiko waves her arms and legs. She makes a snow angel. Have children identify the action words. (*waves, makes*)

Then have children work with a partner to write a sentence about what Kiko did in a month using an action word. Have children share their sentences with the class, and have their classmates identify the action words.

See **Differentiate**



Daily Language Arts

Daily Grammar ✓

Point to the example sentences and ask children to combine them using *and*. (Kiko waves her arms and legs, and she makes a snow angel.) Have children complete the Grammar and Writing lesson on page T103I and apply it as they write their sentences.

Differentiate

BL Below Level

ISSUE Children have difficulty writing a complete sentence.

STRATEGY Provide a sentence frame for children to complete, such as: In October, Kiko _____. If necessary, have children dictate a sentence as you write it for them.

WRAP-UP

Encourage children to talk about times when it is useful to know the weather ahead of time. Then ask: *Do you think Kiko knew the weather before she went outside?* (Yes, she wore the right clothes.)



Read On Your Own Book 23

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Read and Spell Words with *oo, ou, ew*
- ✓ Read and Spell Words with *ue, ui, u_e, ew*
- ✓ Read and Spell High Frequency Words
- Demonstrate Understanding of a Story
- ✓ Make Inferences
- ✓ Classify Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Vocabulary: Practice Master PM6.38
- Classification Chart: Practice Master PM6.39
- Read On Your Own Book 23

TECHNOLOGY ONLY

- Online Vocabulary Games
- Comprehension Coach

MATERIALS

timer

MORNING WARM-UP

How would you spend a day with Ray or Kiko?

Have children talk about who they would rather spend the day with and what they would want to do. Encourage them to support their answers with information from the selections. Then ask: *What would you do if it was rainy outside?* (Possible answer: We could play a board game inside.)

Vocabulary Review

1 Apply Word Knowledge ✓

Have children apply their knowledge of the **Key Words** to play games.

Power Writing

Have children write as much as they can as well as they can in one minute about the word *year*.

For **Writing Routine 1**, see page BP56.

COMMON CORE STANDARDS

Reading

- Decode Words with *oo, ou, ew* CC.1.Rfou.3
- Decode Words with *ue, ui, u_e, ew* CC.1.Rfou.3
- Read Irregularly Spelled Words CC.1.Rfou.3.g

Writing

- Focus on a Topic CC.1.W.5

Speaking and Listening

- Participate in Conversations CC.1.SL.1

Language and Vocabulary

- Use and Expand Compound Sentences CC.1.L.1.j
- Spell Words with *oo, ou, ew* CC.1.L.2.d
- Spell Words with *ue, ui, u_e, ew* CC.1.L.2.d
- Spell High Frequency Words CC.1.L.2.d
- Define Words by Attributes CC.1.L.5.b
- Use Words and Phrases CC.1.L.6



VOCABULARY GAME

Introduce **Rivet**. Display the **Key Words** and distribute **Practice Master PM6.38**.

Key Words

calendar · cloudy · cold · cool
hot · month · rainy · snowy
sunny · temperature · warm · year

Display **Practice Master PM6.38**.

Explain how to play Rivet:

Draw four write-on lines and say:

This word has four letters. It begins

with w. Write a w. Can you guess

the word? I will use it in a sentence:

In spring, the days start to get ____.

(warm) If no one guesses correctly,

add another letter. Continue adding

letters, pausing briefly after each

until someone guesses the word.

Have that child fill in the letters to

complete the word.

For **Rivet**, see page BP55.



ONLINE VOCABULARY GAME



NGReach.com Online Vocabulary Games



Answers Talk About It

- 1. Identify Details** Kiko plants a seed in the month of May.
- 2. Cause and Effect** She wears them because it is **cold**.
- 3. Make Inferences** Kiko likes July. She chases fireflies and laughs.

Name _____ Date _____

Classification Chart

A Year for Kiko

Add details to the classification chart about things Kiko does in different weather.

Cool • plays in grass	Cold • plays in snow
What Kiko Does in Different Weather	
Warm • plants a seed	Hot • sits in pool

Retell "A Year for Kiko" to a partner. Use your chart and illustrations in the story.

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[NGReach.com](https://www.ngreach.com) Practice Master PM6.39

Daily Language Arts

Daily Grammar

Point out the **Talk About It** head on page 126. Remind children that we could write this as a sentence by using a period. Talk about it. Ask: *What do we call a sentence that tells us to do something?* (a command)

Then write: Write about it. Ask: *How could we combine the two sentences to make one longer sentence?* (Talk about it and write about it.) *What little word could we use to combine them?* (and)

Then use the Review and Assess on page T103I.

Academic Talk

3 Talk About It Anthology page 126

Have partners answer the **Talk About It** questions. Prompt children to cite evidence from the text or illustrations and use **Key Words** in their responses.

Writing

4 Write About It Anthology page 126

Remind children that the book uses many sensory details—words that tell how things feel, taste, smell, look, or sound. Explain to children that they will write about a sensory detail. Read aloud the directions on page 126 and point out the sentence frames. Model completing the sentences with an example, such as: The sensory detail word is **frosted**. This tells me Kiko felt something cold.

Check & Reteach

OBJECTIVE: Demonstrate Understanding of a Story

Use the answers to the **Talk About It** to monitor comprehension. Also review children's **Write About It** sentences to see if they correctly identify a sensory detail from the story.

Have children who do not demonstrate comprehension listen to the selection audio provided in the **Student eEdition**. Use questions from the **Comprehension Coach** to guide comprehension.

Reread and Integrate

5 Classify Details Anthology page 127

REVIEW Remind children: *Putting things into groups that are alike in some way can help us understand and remember what we read.* Review the academic vocabulary words *cold, cool, warm, and hot*.

Read aloud the directions on page 127. Model how to complete the chart using the examples. Distribute **Practice Master PM6.39**. Circulate and guide children as they complete the chart.

Have partners share and compare their charts. Call on volunteers to use their charts to retell the story "A Year for Kiko."

Talk About It

1. What does Kiko do in the **month** of May?

Kiko _____ in the month of May.

2. Why does Kiko wear a hat and gloves when she plays in the **snow**?

She wears them because _____.

3. Does Kiko like July? How do you know?

Kiko _____ July. She _____.

Learn test-taking strategies.
NGReach.com

Write About It

Find one sensory detail in *A Year for Kiko*.
Fill in these sentences.

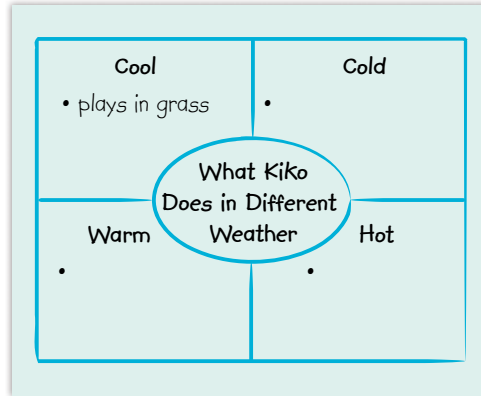
The sensory detail word is _____.
This tells me Kiko _____.



Classify Details

What does Kiko do in different weather?

Classification Chart



Use your chart and the illustrations in the story to retell what Kiko does in different weather.



Check & Reteach

OBJECTIVE: Make Inferences ✓
Classify Details ✓

Listen to children as they use their charts and the illustrations to retell the story and make inferences about how Kiko feels.

For children who were unable to make inferences or classify details, ask questions such as: *It is January. What is the weather like? What does Kiko do in cold weather?* Record children's answers on a chart, and have children use the chart and the illustrations to retell the story. Guide children to look at Kiko's expressions to make inferences about how she feels.

WRAP-UP

Have each child review the contents of their Weekly Folders. Form heterogeneous groups and ask children to discuss the **Big Question: What's wild about weather?** Add children's responses to the class concept map. Circulate and prompt discussion as needed.

- *Who needs to know the weather? What tools do they use?*
- *What are some things Kiko can do in different kinds of weather?*
- *How does the weather change for Ray? What does he do when it changes?*

Week 3 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonological Awareness

Delete Second Sounds from Blends

Substitute Medial Sounds

Phonics

Words with *oo, ou, ew*

Words with *ue, ui, u_e, ew*

Syllables

High Frequency Words

Read High Frequency Words

Spelling

Spell Words with *oo, ou, ew*

Spell Words with *ue, ui, u_e, ew*

Spell High Frequency Words

Fluency

Intonation

Accuracy and Rate

Reading

Classify Details

Make Inferences

Vocabulary

Use Science Vocabulary

Use Academic Vocabulary

Grammar and Writing

Expand Sentences Test

Write a Description

ASSESSMENTS

Foundational Skills Test Unit 6, Week 3

Phonological Awareness

Directions: Read the words and delete the second sound from each word. Write the new word on the line.

1. **moon** →

2. **news** →

3. **due** →

4. **mule** →

Decoding

Directions: Read the words and substitute the medial sound. Write the new word on the line.

1. **moon** →

2. **news** →

3. **due** →

4. **mule** →

High Frequency Words

Directions: Read the words and write the number of syllables.

1. **now** →

2. **down** →

3. **been** →

4. **number** →

5. **push** →

Foundational Skills Test Unit 6, Week 3

1. **mean** →

2. **meat** →

3. **moon** →

4. **tub** →

5. **tube** →

6. **true** →

7. **news** →

8. **news** →

9. **naps** →

10. **news** →

11. **news** →

12. **news** →

13. **news** →

14. **news** →

15. **news** →

16. **news** →

17. **news** →

18. **news** →

19. **news** →

20. **news** →

Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with oo, ou, ew, ui, u_e

1. moon The moon will be full tonight.

2. news I heard about it on the news.

3. due The moon is due to come up soon.

4. mule We can go on a hike and use a mule to help find our way.

High Frequency Words

5. been Have you ever been on a night hike?

6. down Be careful so you will not fall down.

7. hard It is hard to walk in the dark if you do not watch your step.

8. now Now, I am always very careful when I walk at night.

9. number I have gone out at night a number of times.

10. push Push this button to turn the flashlight on.

More Words

Use these words and sentences for additional Pretest and Test items.

1. fruit I brought some fruit as a snack.

2. chew You can have some as a chew.

3. prune Do you want a prune, too?

4. pool Oops! I stepped in a pool of water.

5. cue That is our cue—it is time to go home.

6. soup We can go have a bowl of soup.

Foundational Skills Test

A6.24–A6.25

Spelling Pretest/ Spelling Test

See page T103i

Oral Reading Assessment Unit 6

A home is on fire! A fire truck must hurry. It speeds on city roads. What if the fire isn't on land? What if it is on a boat? That is different. Then a fireboat must go to fight the fire. Cities on lakes and coasts need fireboats. An old oak sailboat on fire can sink fast. Rowboats can sink fast. Even a big, steel boat can sink! Fireboats can save them all. Fireboats use pumps to suck fires with water. They use foam on some fires. Many fireboats use fire hoses. A fireboat can't be slow. It needs speed to go and turn fast. It might tow boats at times. Fireboats have a big job to do!

Oral Reading Assessment Unit 6

A home is on fire! A fire truck must hurry. It speeds on city roads. What if the fire isn't on land? What if it is on a boat? That is different. Then a fireboat must go to fight the fire. Cities on lakes and coasts need fireboats. An old oak sailboat on fire can sink fast. Rowboats can sink fast. Even a big, steel boat can sink! Fireboats can save them all. Fireboats use pumps to suck fires with water. They use foam on some fires. Many fireboats use fire hoses. A fireboat can't be slow. It needs speed to go and turn fast. It might tow boats at times. Fireboats have a big job to do!

Oral Reading Assessment Unit 6

Item	Score	Comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Oral Reading Assessment

A6.1–A6.4

Use these passages throughout Unit 6.

Work with Above Level readers this week.

Reading Comprehension Test Unit 6, Week 3

Directions: Read the story. Then answer the questions about the story.

All Kinds of Weather

Abby and Jo were sisters. They loved all kinds of weather. In the fall, they jumped in puddles. At night, the girls listened to rain on the roof. Winter days were great, too. They would build snow forts. At night, a fire warmed the girls' toes. Spring days were special. There were kites to fly. At night, wind blew in the trees. Summer days were best of all. Abby and Jo filled balloons with water. The girls played catch with them, waiting for a balloon to break! At night, the sisters liked to camp under the stars.

Reading Strategy Assessment Unit 6

Check the reading strategies the child used and ask the questions that follow about how the child used the strategy. Use the scale to help you determine how well the child used the strategy. Circle the strategy.

Ask: *What did you do to help you understand?*

1. **Plan** →

2. **Monitor** →

3. **Ask Questions** →

Reading Strategy Assessment Unit 6

Item	Score	Comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Reading Comprehension Test

A6.26–A6.27

Reading Strategy Assessment

LR6.5–LR6.6

Vocabulary Test Unit 6, Week 3

Directions: Choose the answer that completes the sentence correctly.

1. It is _____.
 ready
 snowy
 brown

2. It is _____.
 living
 happy
 cloudy

3. It is _____.
 rainy
 funny
 yellow

Grammar and Writing Test Unit 6, Week 3

Directions: Choose the answer that completes the sentence correctly.

1. Find a place you want to learn about, _____ point to it.
 or
 but
 and

2. I run _____ in the rain.
 warm coat
 my big sister
 home from school

3. Put a sweater on, _____ wear a coat instead.
 or
 but
 and

Writing Rubric

Item	Score	Comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Vocabulary Test

A6.28–A6.31

Grammar and Writing Test

A6.32–A6.33

Writing Rubric

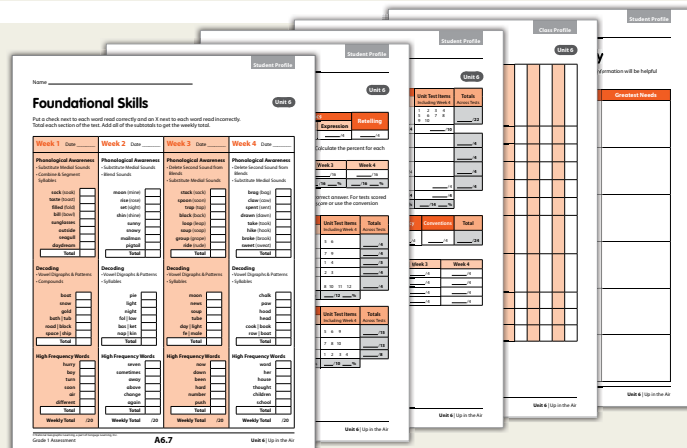
A6.57



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE

Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A6.7
- Student Profile: Weekly and Unit Tests** A6.53–A6.54
- Class Profile: Weekly and Unit Tests** A6.55
- Student Profile: Strengths and Needs** A6.56
- Student Profile: Oral Reading Progress Tracker** ONLINE ONLY

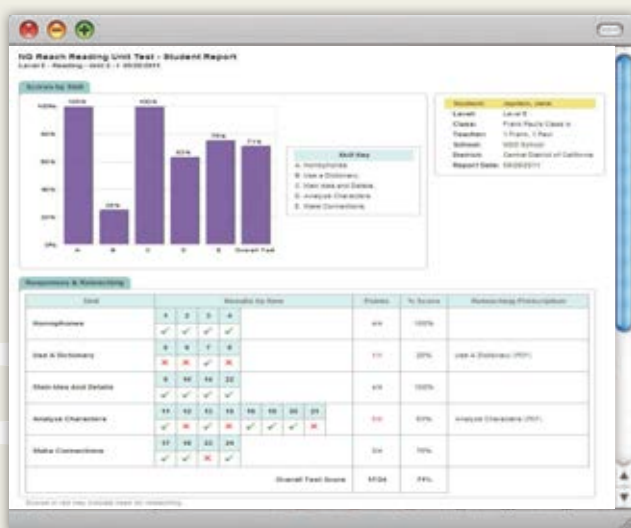
Foundational Skills, Spelling, Fluency

RETEACH

- Phonological Awareness Routine, page BP36
- Phonics/Decoding & Spelling Routines, page BP36
- High Frequency Words Routines, page BP37
- Fluency Routines, page BP40

ADDITIONAL PRACTICE

- Phonics Games [NGReach.com](#)
- Word Builder [NGReach.com](#)
- Activities for Daily Practice, pages BP38–BP39



eAssessment™

ONLINE ONLY

Automated Reports

- Student Profile: Weekly and Unit Assessment**
- Class Profile: Weekly and Unit Assessment**
- Standards Summary Report**

Reading

RETEACH

- Classify Details: Reteaching Master RT6.9**
- Make Inferences: Reteaching Master RT6.10**

ADDITIONAL PRACTICE

- Leveled Books, pages LR4–LR12
- Comprehension Coach [NGReach.com](#)

Vocabulary, Grammar and Writing

RETEACH

- Expand Sentences: Reteaching Master RT6.11**
- Interactive Writing Routine**, page BP58

ADDITIONAL PRACTICE

- More Grammar Practice RT6.12

Week 4 Planner



Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	
Decodable Text	Phonological Awareness 5 minutes	☑ Delete Second Sound from Blends T127k CC.1.Rfou.2.c	☑ Delete Second Sound from Blends T131b CC.1.Rfou.2.c
	Phonics and Spelling 20–30 minutes 	Phonics ☑ Learn Words with <i>au, aw, -alk</i> T127k CC.1.Rfou.2.b; CC.1.Rfou.3	Phonics ☑ Learn Words with <i>au, aw, -alk</i> T131b CC.1.Rfou.2.b; CC.1.Rfou.3–4 Read with Fluency T131d
	High Frequency Words 5–10 minutes	☑ Read and Spell Key Words T127g, T127n CC.1.Rfou.3.g; CC.1.L.2.d	Spelling ☑ Words with <i>au, aw, -alk</i> T127g, T127m CC.1.2.d–e
WHOLE GROUP TIME		Read and Comprehend	
Anthology & Big Book	Speaking and Listening 10 minutes	Preview and Predict T128 CC.1.SL.1	Ask and Answer Questions T131f CC.1.Rinf.4; CC.1.SL.1
	Language and Vocabulary 15–25 minutes	Daily Grammar ☑ Ask Questions T127i CC.1.L.1; CC.1.L.1.j	Daily Grammar ☑ Ask Questions T127i CC.1.L.1; CC.1.L.1.j
	Reading 20–40 minutes	Vocabulary ☑ Use Compound Words T128 CC.1.Rfou.3	Vocabulary ☑ Use Compound Words T131f CC.1.Rfou.3
	Writing 15–45 minutes	Read ☑ Shared Reading: Interview T128 CC.1.Rinf.10 	Reread ☑ Shared Reading: Interview T131g CC.1.Rinf.10
		Power Writing T128 CC.1.W.5	Power Writing T131f CC.1.W.5
		Writing Write a Question T131a CC.1.W.2	Writing Write an Interview T132 CC.1.W.2
		Writing Project: Nonfiction Paragraph Study a Model T134 CC.1.W.2; CC.1.W.5	Writing Project: Nonfiction Paragraph Prewrite T134 CC.1.W.2; CC.1.W.5
LEVELED READING TIME			
Fiction & Nonfiction	20 minutes 	Read Book 1 CC.1.Rlit.7; CC.1.Rlit.10; CC.1.Rinf.3; CC.1.Rinf.10 Introduce LR2 Read LR4–LR11 ☑ Make Inferences ☑ Classify Details ☑ Cause and Effect	Reread Book 1 CC.1.Rlit.7; CC.1.Rlit.10; CC.1.Rinf.3; CC.1.Rinf.10; CC.1.SL.1 Read and Integrate Ideas ☑ Make Inferences ☑ Classify Details ☑ Cause and Effect
LEARNING STATION TIME			
	20 minutes 	Speaking and Listening T127e CC.1.SL.4, 5	Language and Vocabulary T127e CC.1.L.4
		Writing T127e CC.1.W.2; CC.1.W.5	Cross-Curricular T127f CC.1.SL.2; CC.1.SL.5
		Reading and Intervention T127f; RT6.13 CC.1.Rfou.3, 4	

BIG Question What's wild about weather?

Day 3		Day 4		Day 5	
Learn Sounds, Letters, and Words		Read and Comprehend		Review and Apply	
<input checked="" type="checkbox"/> Substitute Medial Sounds T132a		<input checked="" type="checkbox"/> Substitute Medial Sounds T132i		<input checked="" type="checkbox"/> Review T132o CC.1.Rfou.2.c	
Phonics CC.1.Rfou.2.b; CC.1.Rfou.3 <input checked="" type="checkbox"/> Words with <i>oo, ea</i> T132a		Phonics CC.1.Rfou.3–4 <input checked="" type="checkbox"/> Words with <i>oo, ea</i> T132i <input checked="" type="checkbox"/> Review CVVC Syllables in Compound Words T132j Read with Fluency T132k		Phonics CC.1.Rfou.3 <input checked="" type="checkbox"/> Words with <i>au, aw, -alk, oo, ea,</i> and CVVC Syllables in Compound Words T132o	
Spelling CC.1.L.2.d–e <input checked="" type="checkbox"/> Words with <i>oo, ea</i> T127h, T132c		Spelling CC.1.L.2.d–e <input checked="" type="checkbox"/> Words with <i>oo, ea</i> T132i		Spelling CC.1.L.2.d <input checked="" type="checkbox"/> Words with <i>au, aw, -alk, oo, ea</i> T127g, T132o	
<input checked="" type="checkbox"/> Practice High Frequency Words T127h, T132d CC.1.Rfou.3.g; CC.1.L.2.d		<input checked="" type="checkbox"/> Practice High Frequency Words T127h, T132j CC.1.Rfou.3.g; CC.1.L.2.d		<input checked="" type="checkbox"/> Review High Frequency Words T127g, T132o CC.1.Rfou.3.g; CC.1.L.2.d	
Listen and Comprehend		Listen and Analyze		Review and Apply	
Preview and Predict T132e CC.1.SL.1		Discuss Two Texts on the Same Topics T132n CC.1.SL.1		Relate Readings to the Big Question T133a CC.1.SL.1	
Daily Grammar CC.1.L.1; CC.1.L.1.j <input checked="" type="checkbox"/> Ask Questions T127j Vocabulary <input checked="" type="checkbox"/> Review Science and Academic Vocabulary T132e		Daily Grammar CC.1.L.1; CC.1.L.1.j <input checked="" type="checkbox"/> Grammar and Writing T127j Vocabulary CC.1.Rfou.3 <input checked="" type="checkbox"/> Use Compound Words T132m		Daily Grammar CC.1.L.1; CC.1.L.1.j <input checked="" type="checkbox"/> Review T127j, T133 Vocabulary <input checked="" type="checkbox"/> Review T133	
Read CC.1.Rinf.10 <input checked="" type="checkbox"/> Interactive Read-Aloud: Science Article T132e 		Reread CC.1.Rinf.10 <input checked="" type="checkbox"/> Interactive Read-Aloud: Share a Science Article T132m 		Comprehension CC.1.Rinf.9 <input checked="" type="checkbox"/> Compare Texts T133a 	
Power Writing T132e CC.1.W.5 Writing CC.1.W.2 Write About Hurricanes T132h Writing Project: Nonfiction Paragraph CC.1.W.2; CC.1.W.5 Draft T135		Power Writing T132m CC.1.W.5 Writing CC.1.W.2 Write About Two Texts on the Same Topic T132n Writing Project: Nonfiction Paragraph CC.1.W.2; CC.1.W.5 Revise and Edit T135a–T135b		Power Writing T132o CC.1.W.5 Writing CC.1.W.2 Write About Wild Weather T133b Writing Project: Nonfiction Paragraph CC.1.W.2; CC.1.W.5 Publish and Present T135b	

Read Book 2 CC.1.Rlit.7; CC.1.Rlit.10; CC.1.Rinf.3; CC.1.Rinf.10
 Introduce LR2
 Read LR4–LR11
 Make Inferences
 Classify Details
 Cause and Effect

Reread Book 2 CC.1.Rlit.10; CC.1.Rinf.3; CC.1.Rinf.10; CC.1.SL.1
 Read and Integrate Ideas LR2
 Make Inferences
 Classify Details
 Cause and Effect

Reading CC.1.W.1–3; CC.1.SL.1.a
 Connect Across Texts LR3
Writing
 Choose a Writing Option LR4–LR11

ASSESSMENT & RETEACHING

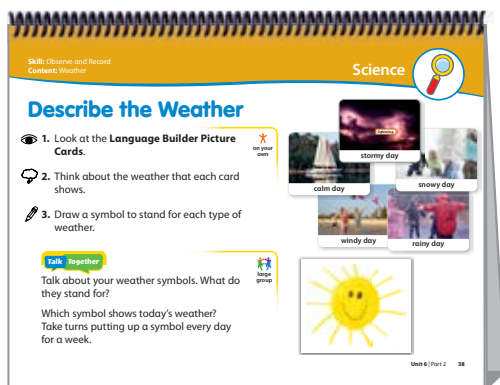


Assessment & Reteaching T135c–T135d
 Foundational Skills A6.34–A6.35 CC.1.Rfou.2.a–c; CC.1.Rfou.3; CC.1.Rfou.3.c
 Spelling Test T127g CC.1.Rfou.3.g; CC.1.L.2.d
 Oral Reading Assessment A6.1–A6.4 CC.1.Rfou.4
 Reading Comprehension Test A6.36–A6.44 CC.1.Rlit.3
 Reading Strategy Assessment LR17–LR18 CC.1.Rinf.10
 Vocabulary Test A6.45–A6.48 CC.1.L.4; CC.1.L.6
 Grammar and Writing Test A6.49–A6.52 CC.1.L.1
 Reteaching Masters RT6.13–RT6.17

Week 4 Learning Stations

Speaking and Listening

Option 1: Describe the Weather



Describe the Weather

- Look at the Language Builder Picture Cards.
- Think about the weather that each card shows.
- Draw a symbol to stand for each type of weather.

Talk Together
Talk about your weather symbols. What do they stand for?
Which symbol shows today's weather?
Take turns putting up a symbol every day for a week.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 38

Digital Library Image: Language Builder Picture Cards B67–B71

Teacher's Guide on [NGReach.com](https://www.ngreach.com)

colored markers or crayons

Describe Events CC.1.SL.4
Add Visuals to Clarify CC.1.SL.5

Option 2: Tornado! Tornado!



[NGReach.com](https://www.ngreach.com) Student Resources

MATERIALS

colored markers or crayons

To watch a tornado video, have children go to Resources > Unit 6 > Learning Stations > Week 4 > Tornadoes Video on [NGReach.com](https://www.ngreach.com).

- Have partners take turns describing events shown in the video.
- Then have children make posters to show facts and information about tornadoes.

Describe Events CC.1.SL.4
Add Visuals to Clarify CC.1.SL.5

Language and Vocabulary

Key Words

calendar · classify · cloudy · cold · cool
guess · hot · month · rainy · snowy
sunny · temperature · warm · year

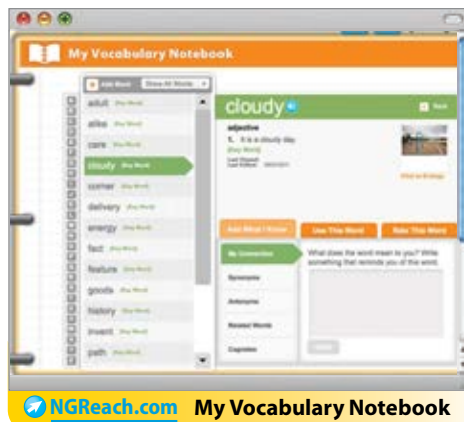
Option 1: Vocabulary Games



[NGReach.com](https://www.ngreach.com) Online Vocabulary Games

Determine the Meaning of Words CC.1.L.4

Option 2: My Vocabulary Notebook



[NGReach.com](https://www.ngreach.com) My Vocabulary Notebook

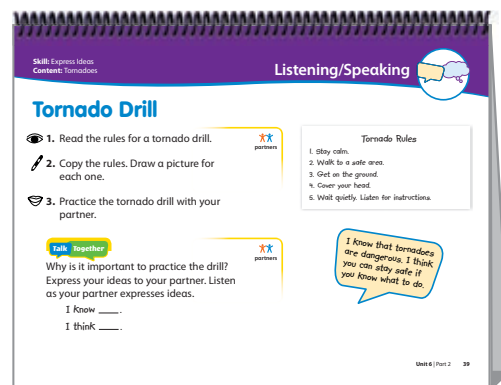
Have children expand word knowledge by

- looking up words
- adding synonyms, antonyms, and images
- using the words in compound questions

Determine the Meaning of Words CC.1.L.4

Writing

Option 1: Tornado Drill



Tornado Drill

- Read the rules for a tornado drill.
- Copy the rules. Draw a picture for each one.
- Practice the tornado drill with your partner.

Tornado Rules

- Stay calm.
- Walk to a safe area.
- Get on the ground.
- Cover your head!
- Wait quietly. Listen for instructions.

Talk Together
Why is it important to practice the drill? Express your ideas to your partner. Listen as your partner expresses ideas.
I know _____.
I think _____.

I know that tornadoes are dangerous. I think you can stay safe if you know what to do.

PROGRAM RESOURCES & MATERIALS

Language & Literacy Teamwork Activities: Card 39

Teacher's Guide on [NGReach.com](https://www.ngreach.com)

colored markers and crayons

Write Explanatory Text CC.1.W.2
Focus on a Topic CC.1.W.5

Option 2: Write a Weather Forecast



PROGRAM RESOURCES

Digital Library Image: Language Builder Picture Card B67

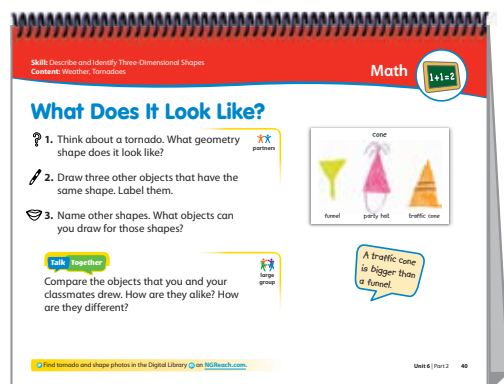
Display the photo and ask volunteers to describe the stormy sky.

Have children write a brief "weather forecast," telling what type of weather to expect.

Write Explanatory Text CC.1.W.2
Focus on a Topic CC.1.W.5

Cross-Curricular

Option 1: What Does It Look Like?



What Does It Look Like?

1. Think about a tornado. What geometry shape does it look like?
2. Draw three other objects that have the same shape. Label them.
3. Name other shapes. What objects can you draw for those shapes?

Math $1+1=2$

cone

funnel party hat traffic cone

Talk Together

Compare the objects that you and your classmates drew. How are they alike? How are they different?

A traffic cone is bigger than a funnel.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 40

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

colored markers and crayons

Ask and Answer Questions	CC.1.SL.2
Add Visuals to Clarify	CC.1.SL.5

Option 2: How Did That Happen?



A tornado sucked up frogs. Then it dropped them.

MATERIALS

colored markers or crayons

Explain that frogs once fell from the sky in Serbia, a country in southern Europe. How did this strange thing happen?

- Have partners try to answer the question. Then have them find the explanation in "It's Raining Frogs!" (Go to Resources > Unit 6 > Learning Stations > Week 4 > Ten Freaky Forces of Nature on [NGReach.com](https://www.ncreach.com).)
- Have children draw pictures and write captions to answer the question.

Ask and Answer Questions	CC.1.SL.2
Add Visuals to Clarify	CC.1.SL.5

Reading

Option 1: Comprehension Coach



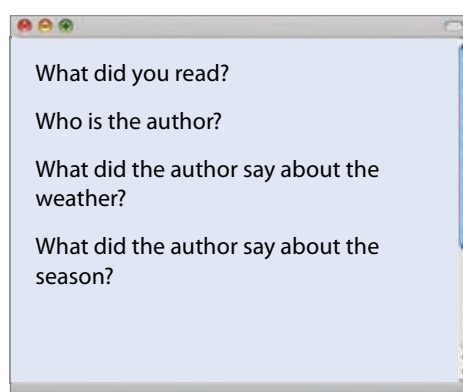
NGReach.com Comprehension Coach

Have children use the software according to their individual needs:

- Read silently and answer questions.
- Listen to fluent models.
- Record their reading and get a fluency report.

Read with Fluency	CC.1.Rfou.4
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Option 2: Reading About Weather



What did you read?

Who is the author?

What did the author say about the weather?

What did the author say about the season?

Remind children that when authors tell a story, they often mention the weather or the season. Have children write sentences to answer the questions listed above.

See **Recommended Reading** on page LR12.

Read with Fluency	CC.1.Rfou.4
Use Technology in Writing	CC.1.W.6

Intervention

Option 1: Reteach Words with au, aw, -alk

PROGRAM RESOURCES

Phonics Picture Cards 10, 114, 169

Use **Reteaching Routine 1**.

- **Display a word.** Use a Phonics Picture Card or post a word with *au*, *aw*, or *-alk*.
- **Say the word:** *saw*. Have children repeat.
- **Read the word.** Point to the letters *aw*. Ask: *What are these letters? What is the sound?*
- **Scaffold spelling.** Say: *saw*. *Did he saw the wood?* Have children repeat, say first sound, and write spelling. Repeat for other sounds.

For **Reteaching Routine 1**, see BP36.

Decode Words with <i>au</i> , <i>aw</i> , <i>-alk</i>	CC.1.Rfou.3
Read with Fluency	CC.1.Rfou.4

Option 2: Phonics Games



NGReach.com Online Phonics Games

Decode Words with <i>au</i> , <i>aw</i> , <i>-alk</i>	CC.1.Rfou.3
Read with Fluency	CC.1.Rfou.4

For **Reteaching Masters**, see pages RT6.13–RT6.17.

Additional Resources

ESL Kit 



ESL Teacher's Edition pages T127k–T133b

Week 4 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Spell Words with *au, aw, -alk*
- ✓ Spell Words with *oo, ea*
- ✓ Spell High Frequency Words

SUGGESTED PACING

DAY 1	Spelling Pretest
DAY 2–4	Daily Practice Options
DAY 5	Spelling Test

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with *au, aw, -alk*

- August In **August**, I saw a great movie.
- stalks The wind blew so hard that **stalks** of corn fell over.

Words with *oo, ea*

- took The wind **took** a roof right off.
- bread The family only had **bread** to eat as they hid.

High Frequency Words

- children The movie was about a mother and her **children**.
- her The mother was worried that **her** family might be hurt.
- house The wind and rain smashed against their **house**.
- school They could not go to work or **school**.
- thought They **thought** it was safest to hide in the basement.
- word No one said a **word** in the theater as the family hid.

More Words

Use these words and sentences for additional Pretest and Test items.

- hood I hid my face in my **hood** during the scary parts.
- book The movie was based on a **book**.
- author The **author** of the book is a storm scientist.
- awesome The book was **awesome**—better than the movie!
- talk I like to **talk** to my friends about what I read.
- read I have never **read** a story I liked more than that one.

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM6.43

MATERIALS

scissors

Prepare

Have pairs cut out the **Word Cards** and sort them into piles based on letter combinations (*au, aw, -alk*).

Play a Game

- Have one child mix up some of the words while the other child isn't looking.
- Have the partner try to find all of the misplaced words and re-sort them as quickly as possible.

Extend the activity by having children write one more word that contains each letter combination, adding them to the correct piles.

Decode Words with *au, aw, -alk*
 Decode Words with *oo, ea*
 Spell Words with *au, aw, -alk*
 Spell Words with *oo, ea*
 Spell New Words Phonetically

CC.1.Rfou.3
 CC.1.Rfou.3
 CC.1.L.2.d
 CC.1.L.2.d
 CC.1.L.2.e

Spelling & Word Work			
Word Cards: <i>au, aw, -alk</i>			
talk	auto	claw	draw
awful	fawn	walk	awed
stalks	thaw	lawn	prawn
balk	haul	because	haunt
pause	August	hawk	cause
straw	awesome	sauce	law
saw	caulk	author	Saul

NGReach.com Practice Master PM6.43

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards:
 Practice Master PM6.44

MATERIALS

scissors

Prepare

Have each group cut out one set of **High Frequency Word Cards**. Note that the words in the first column are review.

Play a Game

- Groups turn cards facedown and mix them up.
- On signal, groups turn over and put cards in alphabetical order.
- Assign a point for each correctly alphabetized word.
- Have groups shuffle the cards.

After several rounds, the group with the most points wins.

Spell High Frequency Words

CC.1.L.2.d

Spelling & Word Work	
High Frequency Word Cards	
few	children
food	her
head	house
hold	school
into	thought
once	word

NGReach.com Practice Master PM6.44



Act Out a Word

Day 3

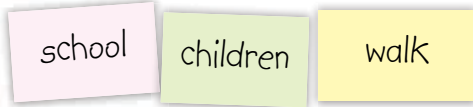


Option 1

Prepare

Display the Spelling Words.

Play a Game



- Have the first child secretly choose a Spelling Word. Then have him or her give clues to the word using pantomime and facial expressions.
- Have the other children guess the word. Ask the child who guesses the word to spell it aloud without looking at the displayed list while the group checks the spelling.
- Have the child who correctly guessed the word choose a new word and continue the game.
- Have groups play until all words have been used.

Decode Words with <i>au, aw, -alk</i>	CC.1.Rfou.3
Decode Words with <i>oo, ea</i>	CC.1.Rfou.3
Spell Words with <i>au, aw, -alk</i>	CC.1.L.2.d
Spell Words with <i>oo, ea</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Build Words Online

Day 3

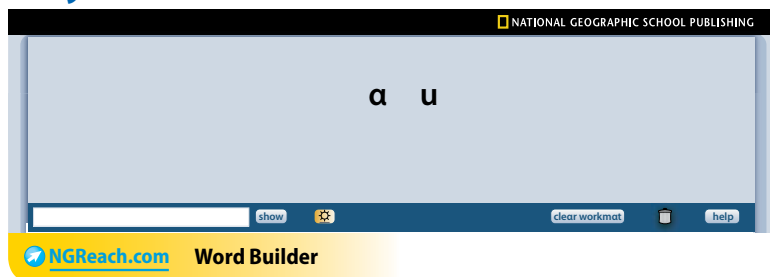


Option 2

Prepare

Have children access **Word Builder** and NGReach.com.

Play a Game



- Have one child secretly choose a Spelling Word. He or she says the first letter. Then the partner drags the letter to begin building the word.
- Have the first child continue to spell the word, as the partner drags each letter.
- When the word is built, have the second child use it in a sentence.
- Have children switch roles until each word has been spelled.

Spell Words with <i>au, aw, -alk</i>	CC.1.L.2.d
Spell Words with <i>oo, ea</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Secret Code

Day 4



Option 1

Prepare

Have children write out the code on a piece of paper, or have volunteers write the numbers and letter equivalents on the board for everyone to see.

Play a Game

which spell "house": 8 15 21 19 5

- Have a volunteer choose a word and write it on the board using the number code.
- Have the class decode the word using the code key. The first person to call out the word is the next encoder.

Extend the activity by having children say a sentence using each word.

Decode Words with <i>au, aw, -alk</i>	CC.1.Rfou.3
Decode Words with <i>oo, ea</i>	CC.1.Rfou.3
Spell Words with <i>au, aw, -alk</i>	CC.1.L.2.d
Spell Words with <i>oo, ea</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Adding Words

Day 4



Option 2

PROGRAM RESOURCES

Word Cards from Day 2 Option 1

High Frequency Word Cards from Day 2 Option 2

Prepare

Organize children into groups of three. Have each group place all the word cards face up on a table or desk.

Play a Game

- Have the first player choose a word card, place it in the middle of the table, and say the word.
- Have the second player choose any card, place it before or after the first card, and say a sentence using both words.
- Have the third player choose a third card, place it before or after either of the cards, and add to the sentence, using all three words.
- Have children rotate roles until all the cards have been used.



Decode Words with <i>au, aw, -alk</i>	CC.1.Rfou.3
Decode Words with <i>oo, ea</i>	CC.1.Rfou.3
Read Irregularly Spelled Words	CC.1.Rfou.3.g

Week 4 Daily Grammar

OBJECTIVES

Thematic Connection: Up in the Air

 Ask Questions

COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Simple and Compound Interrogative Sentences

CC.1.L.1

CC.1.L.1.j

Day 1

PROGRAM RESOURCES

Ask Questions: eVisual 6.12

Phonics Picture Cards

Teach the Rules

Use page T131a to review asking questions. Remind children that the easiest kind of question has a yes/no answer. Teach the rules.

Ask Questions

- | | |
|--|--|
| • A question is a sentence that asks something. It ends with a question mark . | Do you like summer?
Does she have a bike? |
| • A question can have a short yes/no answer. | Do you like summer? Yes .
Does she have a bike? No . |
| • A question can have a longer answer . | Do you like summer?
Yes, if it is not too hot.
Does she have a bike? No, but she can borrow my bike. |

 Ask Questions: eVisual 6.12

Play a Game

Hold up a **Phonics Picture Card** of any common noun, such as P83 (tire). Ask a yes/no question about it, then answer the question. Share this example, holding up P83: *Is this tire black? Yes.*

Hold up picture cards, one at a time. Have one child ask a yes/no question about the object. Then have another child answer with *yes* or *no*. Continue until all children have asked or answered.

Differentiate

EL English Learners

ISSUE In Hmong, the answers *yes* and *no* vary depending on the verb in the question. Children may substitute a verb for a *yes* or *no* answer: Do you like bananas? No like bananas.

STRATEGY Remind children that in English, we say *yes* or *no*, rather than repeating the verb. In some cases, we repeat the verb in a longer answer, but in this way: Do you like bananas? No, I do not like bananas.

Day 2

PROGRAM RESOURCES

Information Questions: eVisual 6.13

Teach the Rules

Use page T132 to review information questions using *who*, *what*, *when*, and *where*. Then introduce the question words *why* and *how*. Teach the rules.

Information Questions

- | | |
|--|---|
| • Information questions begin with question words. One question word is why . | Why are you laughing?
Why is he wearing a coat? |
| • Other information questions begin with how . | How do you stay dry in rain?
How can I get a movie ticket? |

 Information Questions: eVisual 6.13

Play a Game

Display the question words *why* and *how*. Brainstorm with the class 20 verbs and nouns that have to do with weather, and then display them.

Then have pairs take turns combining a question word and one of the other brainstormed words to ask an information question. Continue play until each child has chosen eight words.

Differentiate

BL Below Level

ISSUE Children have difficulty distinguishing the kinds of answers the different question words require.

STRATEGY Have children take turns explaining what kind of answer each question word requires. For example, point out that the question word *who* requires the answer to be a person. After they discuss each question word, have children say questions using the different words.



Day 3

PROGRAM RESOURCES

Compound Questions: eVisual 6.14

Asking Compound Questions:
Practice Master PM6.48

Teach the Rules

Use page T132h to review information questions. Use page T107b to review compound sentences. Tell children they can combine questions to make compound questions. Then teach the rules.

Compound Questions

- In order to make a **compound question**, join two simple questions using **and** or **or**.

Who are you, **and** why are you here?

Do you like sun, **or** do you prefer cloudy days?

NGReach.com Compound Questions: eVisual 6.14

Play a Game

Distribute **Practice Master PM6.48**. Read the directions at the top of the page. Then have children play the Practice Master game.

Name _____ Date _____

Grammar Questions
Asking Compound Questions

Choose two question words from Box 1 for your partner. Your partner will then choose two words from Box 2 and ask a compound question using all four words. Combine sentences using *and*, *but*, or *or*. Cross out each word in Box 2 as you use it. Reuse the words in Box 1.

Box 1	Box 2				
how	live	friend	pet	cat	dog
	like	snow	rain	wind	here
	there	ever	mom	dad	brother
why	sister	sad	happy	fast	slow
	ice	fall	hurt	late	early
who	dinner	lunch	home	school	room
	class	read	watch	go	come
when	water	apple	bread	walk	run
	play	game	write	book	TV
	movie	winter	fall	summer	spring
where	chair	bed	draw	paint	door
	window	out	in	to	from
what	with	for	on	always	never
	sometimes		often		

For use with TE p. T127 **PM6.48** Unit 6 | Up in the Air

NGReach.com Practice Master PM6.48

Differentiate

BL Below Level

ISSUE Children need more practice combining questions to make compound questions.

STRATEGY Have children write five questions they would like to ask a weatherperson. At least one question must be a compound question.

Day 4

PROGRAM RESOURCES

Using Questions: Practice Master
PM6.51

Grammar and Writing

Use page T132n to model the use of questions in writing, which are useful when requesting information. Then distribute **Practice Master PM6.51**. Read the interview. Have children find the word in the box that correctly completes each sentence, and have them write the word in the blank.

Name _____ Date _____

Grammar & Writing
Using Questions

Choose a word from the box to correctly complete each sentence.

how	why	when	where	who	what
-----	-----	------	-------	-----	------

TV Reporter: _____ Why are you here today?
 Dr. Danger: I am here because your town has storms.
 TV Reporter: _____ How did you know our town has storms?
 Dr. Danger: I saw storms on the Internet. I came today.
 TV Reporter: _____ Who is on your team?
 Dr. Danger: We have scientists and researchers.
 TV Reporter: _____ Where will you go next?
 Dr. Danger: I will go to Mexico to find storms.
 TV Reporter: _____ What do you hope to find there?

For use with TE p. T127 **PM6.51** Unit 6 | Up in the Air

NGReach.com Practice Master PM6.51

Day 5

PROGRAM RESOURCES

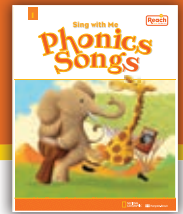
Writing, Revising, and Editing
Unit Test: Assessment Masters
A6.49–A6.52

Review and Assess

See page T133 for a review of questions.

Administer the **Writing, Revising, and Editing Unit Test**.

Day 1 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Delete Second Sounds from Blends
- ✓ Read and Spell Words with *au*, *aw*, *-alk*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Sing with Me Phonics Songs Book, page 62
- Write-On/Wipe-Off Boards
- Read On Your Own Book 24
- Sound/Spelling Cards 8, 9, 12, 13, 14, 44
- Words with *au*, *aw*, *-alk*: Practice Master PM6.40

TECHNOLOGY ONLY

- Sing with Me Phonics Songs MP3 or CD 3, Tracks 29–30
- Word Builder
- Letter Cards
- Phonics Games

MATERIALS

small chips or coins for counting sounds, 5 per child

MORNING WARM-UP

What would you do if you saw a tornado? Why?

Have children tell what they would do if they saw a tornado. Have them act out the proper school procedure of covering their heads with their hands.

Phonological Awareness

1 Delete Second Sound from Blends ✓

Use **Phonological Awareness Routine 5**.

- **Say a word:** *slow*.
- **Delete a sound:** *Now listen as I take away /l/ from slow, s /l/ ow.*
- **Say the new word:** *What word is left? (so)*

For **Phonological Awareness Routine 5**, see page BP29.

Repeat the routine with the words *slaw/saw*, *slack/sack*, *snip/sip*, and *stink/sink*.

Check & Reteach

OBJECTIVE: Delete Second Sound from Blends ✓

Ask: *If I take away the /k/ from skunk, what is the new word? (sunk)*

If children cannot answer, have children use sound boxes to segment /s/ /k/ /ü/ /n/ /k/ and ask for the beginning two sounds: /s/ /k/. Then have them take away the /k/ and say /s/ and then segment /s/ /ü/ /n/ /k/. Say: *What is the new word? (sunk)* Repeat with *blend/bend* and *play/pay*.

Phonics

2 Learn Words with *au*, *aw*, *-alk* ✓

Sing with Me Phonics Song Book page 62

Scaffold language. Point to and name the fawn and the lawn. Play Tracks 29 and 30 and follow the directions. Practice the gestures until children can perform smoothly.

- 1 3 5 Put hands up by eyes to “look.”
- 2 Run fingers quickly.
- 4 Walk fingers slowly.

COMMON CORE STANDARDS

Reading

- | | |
|---|---------------|
| Distinguish Long from Short Vowel Sounds | CC.1.Rfou.2.a |
| Blend Sounds to Orally Produce Words | CC.1.Rfou.2.b |
| Isolate Sounds | CC.1.Rfou.2.c |
| Decode Words with <i>au</i> , <i>aw</i> , <i>-alk</i> | CC.1.Rfou.3 |
| Read Irregularly Spelled Words | CC.1.Rfou.3.g |

Language and Vocabulary

- | | |
|--|------------|
| Spell Words with <i>au</i> , <i>aw</i> , <i>-alk</i> | CC.1.2.d |
| Spell High Frequency Words | CC.1.L.2.d |
| Spell New Words Phonetically | CC.1.L.2.e |






The Fawn

I looked out of my house at dawn. **1**
And thought that I saw a fawn
Run quick as a flash over the lawn. **2**
Her legs, they moved oh so fast.
You should have seen this fawn. **3**
She did not pause or yawn.
She never slowed down **4**
and never walked.
And that’s all I saw of the fawn, **5**
The fawn, the fawn, the fawn!



Sing with Me Phonics
Songs Book page 62

Use **Decoding Routine 1** to connect sound and spellings /ô/au, aw, and to blend words.

Step 1 Develop Phonological Awareness	/ô/ au, aw	/ô/ /k/ alk
<p>1. Tell children: <i>These words have /ô/ at the beginning.</i> <i>These words have /ô/ in the middle.</i> <i>These words have /ô/ at the end.</i></p>	<p>August, awful cause, drawn straw, law, paw</p>	<p>walk, talk, chalk</p>
<p>2. Tell children: <i>I will say a word. Listen for /ô/. If you hear /ô/, make a claw.</i> (Demonstrate)</p>	<p>shawl, raw, rope, launch, moon, cake</p>	<p>walk, gold, talk, soup, snow, stalk</p>
Step 2 Introduce the Sound/Spelling		
<p>1. Display the picture-only side of Sound/Spelling Card 44. Say: <i>saw</i>. Have children repeat.</p> <p>2. Say: /ô/. Have children repeat.</p> <p>3. Turn the card over. Point to all the spellings and name them. Have children repeat.</p>	 <p>Card 44 saw, /ô/, au, aw</p>	
<p>4. Give examples of words with the <i>au</i> and <i>aw</i> spellings. For words with <i>-awk</i>, explain that the letters <i>alk</i> together stand for /ô/ /k/.</p>	<p>fault, sauce hawk, lawn, jaw</p>	<p>talk, walk, chalk</p>
Step 3 Blend Sound-by-Sound		
<p>1. Write <i>f</i>. Point to <i>f</i> and say /f/. Have children repeat.</p> <p>2. Add <i>aw</i>. Point to the <i>aw</i> spelling on Sound/Spelling Card 44. Blend /f/ /ô/, sweeping your hand beneath the spellings. Blend with children.</p> <p>3. Add <i>n</i>. Say: /n/. Model blending the whole word. Blend with children.</p> <ul style="list-style-type: none"> For <i>talk</i>, write <i>-alk</i>. Remind children that these letters together stand for /ô/ /k/. Blend /t/ /ô/ /k/. 	<p>f faw  fawn </p>	<p>t tal  talk </p>
<p>4. Give examples of other words with <i>au</i>, <i>aw</i>, and <i>-alk</i>.</p>	<p>Paul, cause, draw, yawn</p>	<p>walk, chalk</p>

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Weekly Folder

✓ Writing (T131, T132, T132h, T132n, T133b, T133c–135)

✓ Compare Genres: **Practice Master PM6.41**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE There is no sound transfer of the English /ô/ sound in Hmong or Korean and only limited transfer in Spanish.

STRATEGY Have children:

- tell whether the sound /ô/ is used in their home language
- practice making the sound
- repeat sentences with /ô/: *I saw the fawn at dawn.*



Read On Your Own Book 24

Name _____ Date _____

Phonics
au, aw, -alk

Circle the word that names the picture.

1. launch lunch laws	2. jam jay jaw
3. dune dawn draw	4. wake whack walk
5. crawl cause crack	6. fault fawn fast
7. laundry lawn landing	8. saws sauce sandbox

Read It Together Would you eat fifteen pancakes?

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T127 | **PM6.40** Unit 6 | Up in the Air

3 Read Words with *au, aw, -alk*

Read On Your Own Book 24 page 2

Display the words and sentences using **Word Builder**. Have children blend the words. Then ask children to read the sentences.

Word Builder

lawn paused claw
paw grew walk
soup talk bowl
crawl draw

Paul yawned.
Then he saw a fawn.

NGReach.com Word Builder

Have children turn to **Read On Your Own Book 24**, page 2. Review the sound and spellings for /ô/au, aw, /ô/alk and read the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM6.40** for more practice.

Children can also play **Phonics Games** at **NGReach.com** to reinforce phonics skills.

4 Spell Words with *au, aw, -alk*

Use **Dictation Routine 1** to have children practice spelling *draw*, *claw*, and *paw* on their **Write-On/Wipe-Off Boards**.

Write-On/Wipe-Off Board

- **Say a word:** *draw*.
- **Segment Sounds:** /d/ /r/ /ô/. *What is the first sound you hear in draw?* (/d/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 13 /d/, 12 /r, and 44 /ô/)
- **Repeat the word:** *draw*. Have children write the spelling of the word.
- **Write the spelling.** Have children check and correct their spelling. Repeat the routine for *claw* and *paw*. (cards 14 /k/, 8 /l/, 44 /ô/, 9 /p/)

For **Dictation Routine 1**, see page BP35.

Then apply the spelling rule to a complete sentence. Dictate: *The paw I draw looks like a claw*. Have children chorally repeat and then write the sentence. Write the correct sentence, and have children check and correct.

Check & Reteach

OBJECTIVE: Read and Spell Words with *aw, au, -alk*

Check dictation sentence for correct spellings. Prompt self-correction.

If children spell a word incorrectly, have them use **Letter Cards** to build *paw*. Have them read and spell the word and then replace *p* with *c*, *l* and then with *d*, *r*, reading each word.

Then dictate: *I will draw a crow with a claw*.

Daily Language Arts

Daily Spelling and Word Work

Practice options on pages T127g



Words with au, aw, -alk

Look at each picture. Read the words.

Example:



yawn



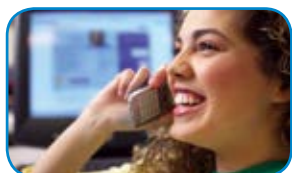
chalk



sauce



shawl



talk



straw



2

Key Words

Read the sentences. Look at the picture. Answer the riddle in the last sentence.

A Rain Riddle

- The **children** leave the **house** and go to **school**.
- Ms. Banks greets **her** class.
- She has **thought** of a **word** riddle.
- "What goes up when the rain comes down?"



What can keep children dry in the rain?

answer: umbrella

High Frequency Words
children
her
house
school
thought
word



Phonics Games

NGReach.com

3

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com

Read On Your Own Book 24
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 24 page 3

Read aloud page 3 to teach each highlighted word and review known sound/spellings.

Use **High Frequency Words Routine 1**.

- **Say the High Frequency Word:** *school*.
- **Say a sentence with the word:** *We learn new things at school.*
- **Say the word again and have children repeat it and then write it.**

For **High Frequency Words Routine 1**, see page BP37.

See **Differentiate**

Have children track print and echo as you reread sentences 1–4. Reread again, pausing for children to say the High Frequency Words. Then have partners work together to match each sentence to one of the pictures.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children chorally read a word from the list on page 3, write the word, and hold up their papers. Scan for misspelling. Repeat for all words.

If children spell words incorrectly, have them work with a partner to dictate words from page 3 for each other to spell. Have children look at page 3 of their Read On Your Own Books to check and correct their spellings.

Differentiate

EL English Learners

ISSUE English learners may not know the meanings of words.

STRATEGY Use the gestures in parentheses and examples in blue to convey word meaning.

children *Children means more than one child. There are [number] children here.* (Count children.)

her *The children have books.* (Pick up a girl's book.) *This is her book. I will give it to her.* (Give book back.)

house *I have books here and at my house. A house is a place to live.*

school *We are not at a house now. We are at school. We have books in our room at school.*

thought *Thought is the past tense of think. I think (point to head; pick up book) you will like this book. I thought that book (point to another) was good.*

word *A word is a letter or a group of letters that has meaning.* (Show a page of the book and point to words.) *This book has lots of words.*



Anthology

OBJECTIVES**Thematic Connection: Up in the Air**
 Use Compound Words

Preview an Interview to Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

MATERIALS

index cards • timer

Power Writing

Have children write as much as they can as well as they can in one minute about the word *cold*.

For **Writing Routine 1**, see page BP56.

Vocabulary Strategy**1 Use Compound Words** Anthology page 128

Have children look at the pictures. Point to the word *raindrop*. Read aloud the text about compound words. Write *snowflake*. Draw a line to separate *snow* and *flake*. Ask: *What is snow?* (cold crystals) *What is a flake?* (a small bit) *What do you get when you combine those two?* (a small bit of snow) Repeat with *raincoat*. Have children add *raincoat*, *snowflake*, and *raindrop* to **My Vocabulary Notebook**.

2 Try It Together Anthology page 128

Read aloud the directions from **Try It Together**. Have pairs pronounce and determine the meaning of each word. (Fireflies are insects that light up like fire, Kikoberries are berries that belong to Kiko, and moonlight is light from the moon.)

See **Differentiate**

Check & Reteach**OBJECTIVE:** Use Compound Words

Have children identify a compound word: *Listen to this sentence and tell me which word is a compound word: We put Dad's hat on the snowman!* (snowman)

If children cannot identify the compound word, display *sunshine*. Cover *shine* and read *sun*. Cover *sun* and read *shine*. Read the whole word. Have children repeat with *snowshoe*.

Academic Talk**3 Preview and Predict** Anthology page 129

Read aloud the title and author. Do a picture walk. Point out photos of Jennifer Tetzloff and Tim Samaras. Have children predict what the interview is about.

Check & Reteach**OBJECTIVE:** Preview an Interview to Make Predictions

Ask: *What types of storms do you think Tim Samaras chases?* (tornadoes)

If children cannot identify the types of storms, have them work in pairs to find the funnel clouds on pages 129 and 130. Explain that these are tornadoes.

Shared Reading**4 Read an Interview** Anthology page 129

CONNECT ACROSS TEXTS Explain: *"A Year for Kiko" is a story about things that Kiko does in different weather. In this selection, you will read about a man who studies one kind of weather—storms!* Have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the genre explanation.

COMMON CORE STANDARDS**Reading**

Read Informational Text CC.1.Rinf.10
Decode Compound Words CC.1.Rfou.3

Writing

Write Informative Text CC.1.W.2

Language and Vocabulary

Use Simple Interrogative Sentences CC.1.L.1.j

Speaking and Listening

Participate in Conversations CC.1.SL.1



Compound Words

raindrop	snowflake
rain + drop = raindrop	snow + flake = snowflake

Put the meanings of two words together to understand a **compound word**.

- drop** • A **drop** is a small amount.
- rain + drop** • A **raindrop** is a small amount of rain.

Try It Together

Put these words together to make compound words. Use what you know about each word to tell what it means.

fire	+	flies	=	fireflies
Kiko	+	berries	=	Kikoberries
moon	+	light	=	moonlight

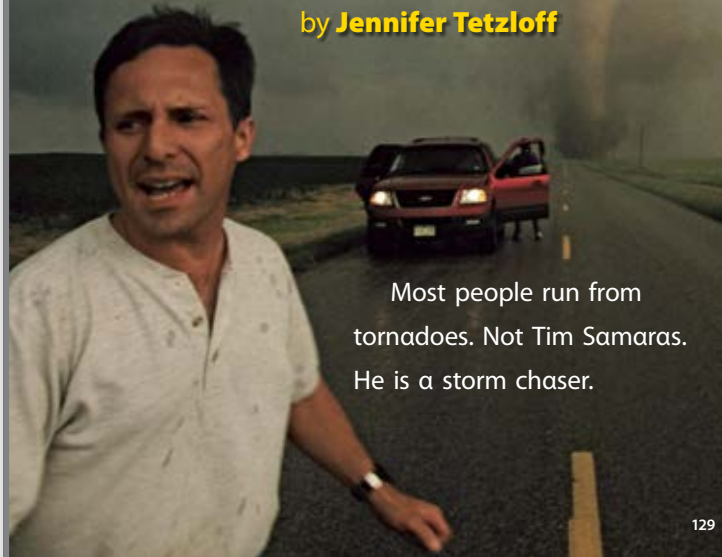


Connect Across Texts Learn more about how weather can be wild.

Genre In an **interview**, one person asks questions while another person answers them.

Chasing Storms with Tim Samaras

by Jennifer Tetzloff



Most people run from tornadoes. Not Tim Samaras. He is a storm chaser.

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

Anthology
pages 128–129

SCIENCE BACKGROUND Share information about tornadoes:

- *Changes in wind direction and speed form clouds shaped like funnels.*
- *The funnels reach down to the ground and damage things.*

REVIEW HOW TO MAKE INFERENCES Remind children how to make inferences.

How to Make Inferences

1. Look for details in the pictures and text.

2. Think about what you know.

3. Use the details and what you know to make inferences.

I read _____.

I know _____.

And so _____.

Use the questions on page T130–131 to build comprehension during the first read (Day 1) and the second read (Day 2).

Comprehension Focus

FIRST READ

SECOND READ

Day 1 Read and Comprehend

- Active Reading
- Critical Thinking

Day 2 Read and Analyze

- Compare Texts
- Critical Thinking

Differentiate

BL Below Level

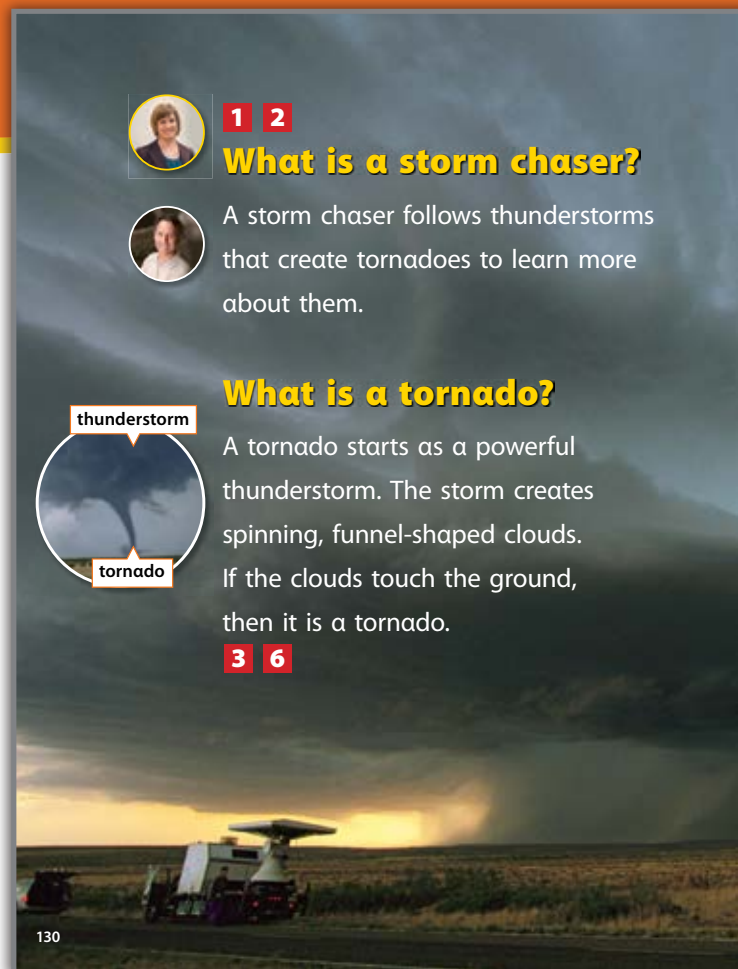
ISSUE Children do not understand the meaning of compound words.

STRATEGY Draw a picture to help convey the meaning of each of the following compound words: *snowman, raincoat, lunchbox, popcorn, rainstorm.*

AL Above Level

ISSUE Children easily pair short words to form compound words.

STRATEGY Challenge children to make a compound words game. Suggest they start with the words *fall, rain, snow, and storm*, writing each one on a card. Then they can add more. Have them play in pairs. Each child picks two cards and tells if they make a compound word. (rainfall, rainstorm, snowfall, snowstorm)



1 2

What is a storm chaser?



A storm chaser follows thunderstorms that create tornadoes to learn more about them.



What is a tornado?

A tornado starts as a powerful thunderstorm. The storm creates spinning, funnel-shaped clouds. If the clouds touch the ground, then it is a tornado.

3 6

130

Anthology page 130

Fluency

Intonation Explain the concept: *Fluent readers raise and lower their voices as they read text.* Read aloud the second question and answer on page 130, modeling proper intonation. Have children chorally repeat after you, using the same intonation. Ask: *Where did our voices go up?* (at the end of the question) *Where did they go down?* (at the end of the answer)

Build Comprehension

FIRST READ

Day 1 Read and Comprehend

- 1 **Make Predictions** Ask: *What questions do you think Jennifer Tetzloff will ask?* Have children point to information that supports or contradicts their prediction.
- 2 **Active Reading** Post the words *tornado* and *storm*. Have the girls repeat the words chorally when they hear them in Jennifer Tetzloff's questions. Have the boys respond when they hear them in Tim Samaras' answers.
- 3 **Make Inferences** *Tim Samaras says tornadoes start as powerful storms. What do you think being a storm chaser is like?* (exciting and dangerous)

SECOND READ

Day 2 Read and Analyze

- 4 **Compare Texts** ✓ Have children recall the story "A Year for Kiko." Ask: *What weather does Kiko experience?* (**snowy**, **rainy**, and **sunny** weather) *What type of weather does Tim Samaras experience?* (tornadoes)
- 5 **Relate to Personal Experience** *Have you ever watched a storm? What was it like?* (Responses will vary based on children's experiences.)
- 6 **Use Visuals** Have children study the photos. Ask: *Is it cloudy or sunny during a tornado?* (**cloudy**) *Is it **snowy** or **rainy** during a tornado?* (**rainy**)

Where and when do tornadoes happen?

Tornadoes can happen anywhere. Most tornadoes happen between March and August.

Why do you study tornadoes?

Tornadoes are dangerous. Learning about tornadoes helps keep people safe. ❖

4 5 6



Anthology page 131

Writing

5 Write a Question

Ask children to think about the things Tim Samaras says in the interview. Say: *Is there anything else you want to know about storm chasers or tornadoes? Think of a question to ask Tim Samaras, the storm chaser.*

Give examples: *What have you learned recently about tornadoes? What is it like to be near a tornado? Have you ever seen a fast tornado?*

Have children write a question to ask Tim Samaras. Encourage them to use **Key Words** in their question.

Have children share their question with the class.

Key Words

calendar · cloudy · cold
cool · hot · month
rainy · snowy · sunny
temperature · warm · year

Daily Language Arts

Daily Grammar

Ask children to identify the example question that is a yes/no question in the Writing example. (Have you ever seen a fast tornado?) Then use the Daily Grammar lesson on page T127i to teach about asking questions.

WRAP-UP

Ask: *Would you like to see a tornado up close the way Tim Samaras does? Why or why not?* Have children tell what they think it would be like to see, hear, and feel a tornado.

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Delete Second Sounds from Blends
- ✓ Read and Spell Words with *au, aw, -alk*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sound/Spelling Card 1, 8, 9, 14, 19, 44

Words with *au, aw, -alk*: Practice Master PM6.41

Handwriting: Practice Master PM6.42

Read On Your Own Book 24

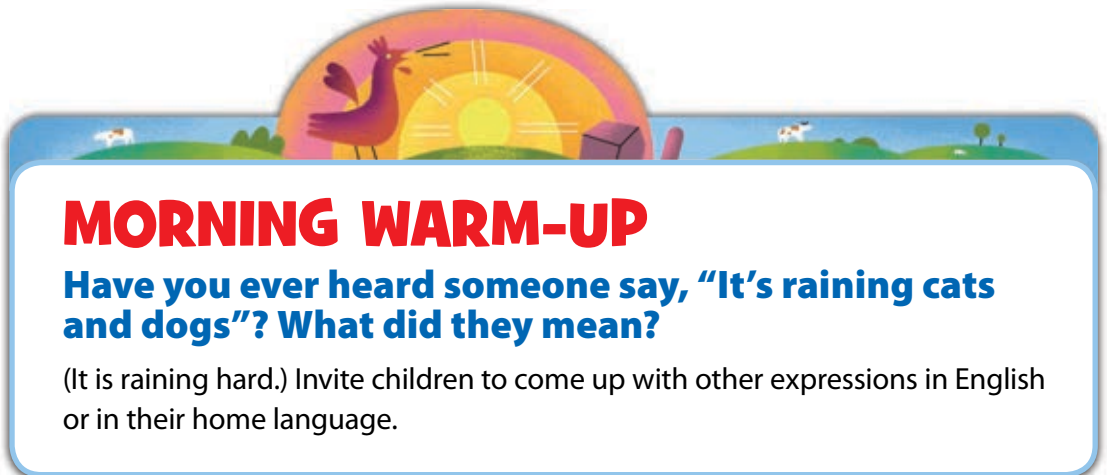
TECHNOLOGY ONLY

Letter Cards

Word Builder

MATERIALS

Self-stick notes, 1 package per child



MORNING WARM-UP

Have you ever heard someone say, “It’s raining cats and dogs”? What did they mean?

(It is raining hard.) Invite children to come up with other expressions in English or in their home language.

Phonological Awareness

1 Delete Second Sound from Blends ✓

Use **Phonological Awareness Routine 5**.

- **Say a word:** *swing*.
- **Delete a sound:** *Now listen as I take away /w/ from swing: s /w/ ing/.*
- **Say the new word:** *What word is left over? (sing)*

For **Phonological Awareness Routine 5**, see page BP29.

Repeat the routine with *brawl/ball, brag/bag, slide/side, drive/dive, and spent/sent*.

Check & Reteach

OBJECTIVE: Delete Second Sound from Blends ✓

Ask: *If I take the /r/ away from frame, what is the new word? (fame)*

If children cannot answer, have them segment and say *fame*. Have them add /r/ to make /f/ /r/ and ask: *What is the new word? (frame)* Then have them take out the /r/ and say the word.

Ask: *What’s the new word? (fame)* Repeat with *plan/pan* and *try/tie*.

Phonics

2 Read Words with *au, aw, -alk* ✓

REVIEW Display **Sound/Spelling Card 44**. Have children make a chart with three columns on a piece of paper and label the columns *au, aw, alk*.



Distribute **Letter Cards**. Have partners build and blend *walk* and write it in the first column. Point out that if they can read one word that ends in *-alk*, they can read others. The same is true for *-aw*.

<u>alk</u>	<u>aw</u>	<u>au</u>
walk	paw	sauce
talk	jaw	fault
chalk	straw	haul

Word Bank

Have children build and blend *paw, jaw, straw, talk, chalk, sauce, fault, and haul* and write the words in the columns on the chart. Assign **Practice Master PM6.41**.

COMMON CORE STANDARDS

Reading

Distinguish Long from Short Vowel Sounds	CC.1.Rfou.2.a
Blend Sounds to Orally Produce Words	CC.1.Rfou.2.b
Isolate Sounds	CC.1.Rfou.2.c
Decode Words with <i>au, aw, -alk</i>	CC.1.Rfou.3
Read Irregularly Spelled Words	CC.1.Rfou.3.g
Read with Fluency	CC.1.Rfou.4

Language and Vocabulary

Spell Words with <i>au, aw, -alk</i>	CC.1.2.d
Spell High Frequency Words	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e

3 Spell Words with *au, aw, -alk*

Use **Dictation Routine 2** as children use their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *I saw Paul.*
 - **Repeat the sentence.** Have children write the sentence.
 - **Write the sentence.** Have children check and correct their spelling.
- Repeat with the following sentences: *Paul is on a walk. I will talk to Paul.*

For **Decoding Routine 2**, see page BP35.

Check & Reteach

OBJECTIVE: Read and Spell Words with *au, aw, -alk* ✓

Check dictation sentences for correct spelling of /ô/ words. Prompt self-correction. If children spell a word incorrectly, use **Sound/Spelling Cards** 1 /s/, 8 /l/, 9 /p/, 14 /k/, and 19 /w/ to have them match each sound to a card. Then have them rewrite the word correctly. Then dictate: *We saw Paul walk.*

High Frequency Words

4 Read and Spell Key Words ✓

Display and read these sentences. Then say the underlined word.

children	The <u>children</u> were not at home.
house	They were not in a <u>house</u> .
school	They were at <u>school</u> .
words	They worked with <u>words</u> and numbers.
thought	The boy <u>thought</u> it was fun!
her	The girl liked <u>her</u> class!

Distribute **High Frequency Word Cards**. Reread each sentence. Pause to let children hold up the matching card. Assign **Practice Master PM6.42**.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓

Dictate the sentence: *The children thought school was fun.*

If children misspell words, use **High Frequency Words Routine 2** to reteach. Point to each word on the Word Wall. Then have children say the word and spell it. Dictate: *The children went to the house.*

For **High Frequency Words Routine 2**, see page BP37.


Name _____ Date _____

Phonics

Words with *au, aw, -alk*

Read and trace each word. Write the word that completes each sentence.

claws hawk haul stalk

1. A hawk flies high in the sky. 

2. Does it stalk animals while it flies?

3. Now the hawk swoops down.

4. It grabs a small animal in its claws.

5. Then it will haul its food away.

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For use with TE p. T131b **PM6.41** Unit 6 | Up in the Air

[NGReach.com](https://www.ngreach.com) Practice Master PM6.41

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

children children

her her her

house house house

school school school

thought thought thought

word word word

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For use with TE p. T131c **PM6.42** Unit 6 | Up in the Air

[NGReach.com](https://www.ngreach.com) Practice Master PM6.42



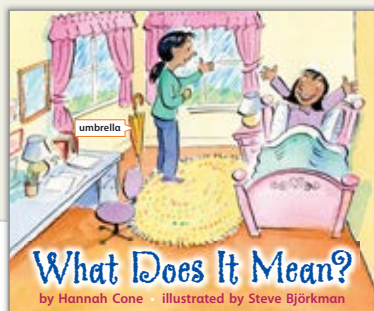
Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T127g



Read On Your Own Book 24



What Does It Mean?

by Hannah Cone · illustrated by Steve Björkman

Marisa **yawned** and got out of bed. It was time for **school**. She **saw** Mom looking out the window. Mom said, "Take your umbrella, Marisa. It's raining cats and dogs out there!"

Read On Your Own Book 24
pages 4–7



What did Mom mean?
"Raining cats and dogs" means there is a lot of rain.

1



Marisa got **her** umbrella. She left the house. She **walked** to **school**. At **school**, Miss Jones waved a stick of **chalk**. She said, "Please get to your desks quick as lightning!"

2 3



What did Miss Jones mean?
"Quick as lightning" means very fast, or in a flash.

7

Legend

words with *au*, *aw*, *-alk*

high frequency words

* story words

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 24	Teacher's Edition
vowel digraphs	raining (page 4) streaming (page 9) soaked (page 10)	/ā/ai (page T39n) /ē/ea (page T59I) /ō/oa (page T71b)
endings -ed	yawned (page 4) waved (page 6) waited (Page 10) soaked (page 10)	-ed (page T64b)

* Page numbers in **bold** reference Units 5–8.

EL English Learners

ISSUE Children need additional practice with words that have /ō/au, aw, and -alk.

STRATEGY Use the Legend to identify words with *au*, *aw*, *-alk* in "What Does It Mean?" Have children write each word on a self-stick note. Read aloud each word as children chant the sound and the word:

- *awww*, *yawn*. (Pantomime yawning.)
- *awww*, *saw*. (Pantomime sawing.)
- *awww*, *walk*. (Walk in place.)
- *awww*, *chalk*. (Hold up a piece of chalk.)

Then have children find the words in "What Does It Mean?" Have them place the matching self-stick note on each word as they find it.

Decodable Reading

5 Read "What Does It Mean?" Read On Your Own Book 24 pages 4–12

Use pictures to preteach story words *Marisa* and *umbrella* (page 4), *lightning* (page 6), *buckets* (page 8), and *parents* and *minutes* (page 10). Use **Decoding Routine 4** to conduct two readings of "What Does It Mean?" First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 2 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children do not self-correct, provide corrective feedback. See **Differentiate**

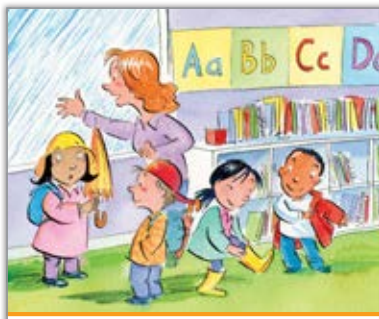
SECOND READ

Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in accuracy and rate. Use the following questions to build comprehension.

- 1 Clarify Meaning** Does "It's raining cats and dogs" really mean cats and dogs are falling from the sky? (No. It means there is a lot of rain.)
- 2 Analyze Cause and Effect** Why does Marisa need to take her umbrella? (It is raining.)
- 3 Determine Sequence** Where does Marisa go after she wakes up? (She goes to school.)
- 4 Make Connections** How else would you say "there is a lot of rain"? (Children may make up a new saying, such as "The faucets in the sky are open wide.")

For **Decoding Routine 4**, see page BP34.



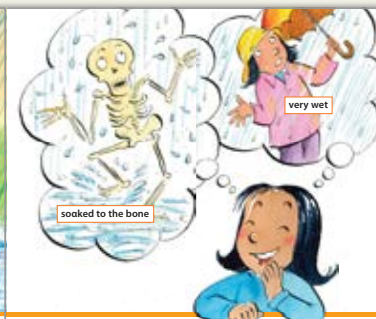
The **children** sat down in a hurry and got to work. At the end of the day, Miss Jones said, "Get your umbrellas, **children**. It's raining buckets!"



What did Miss Jones mean? "Raining buckets" means the rain is streaming down.



Marisa and Nick waited outside for their parents. In only a few minutes, they were very wet. Nick said, "I am soaked to the bone!"



What did Nick mean? "Soaked to the bone" means very wet.

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach

NGReach.com

4

Read On Your Own Book 24
pages 8–13



When Marisa got home, **her** mom said, "Take your wet boots off quick as a wink!" Oh no! Not again. What did she mean? What can you do as quick as a wink? ❖

Practice Phonics

Words with **au, aw, -alk**

Read these words.

talk ice caused fault
yawn walked rain lawn

Find words with **au, aw, alk**

sounds. Use letters to build them.

t a l k

Talk Together

Choose words from the box to tell your partner the cause of each action.

Ice caused her to slip when she walked.



Ice _____ her to slip when she _____.



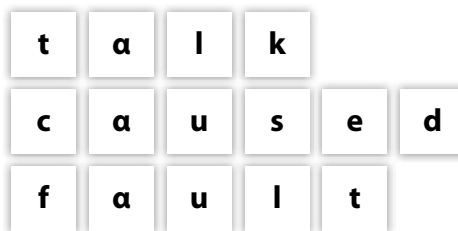
Rain _____ the _____ to grow.

Practice Phonics

6 Words with **au, aw, -alk**

✓ Read On Your Own Book 24 page 13

Distribute **Letter Cards**. Read aloud page 13. Have partners work together to read and build words with **au, aw, and -alk**.



7 Talk Together Read On Your Own Book 24 page 13

Have partners use the sentence frame and the words in the box to talk about the photos. (Possible response: Ice caused her to slip when she walked.)

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from "What Does It Mean?" Note reading speed and miscues.

For children with low reading speeds and many miscues, conduct partner readings or use

Comprehension Coach to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

**OBJECTIVES****Thematic Connection: Up in the Air**

- Use Compound Words
- Compare Texts
- Compare Genres

PROGRAM RESOURCES**PRINT ONLY**

T-Chart: Practice Master PM6.45

MATERIALS

timer

Power Writing

Have children write as much as they can as well as they can in one minute about the word *cool*.

For **Writing Routine 1**, see page BP56.

Vocabulary Practice**1 Use Compound Words**

REVIEW Review compound words with children: *Words that are made up of two smaller words are called compound words.* Explain that to find the meaning of a compound word, readers can break it into two words and then put together the meanings of the smaller words.

Display these sentences: *What a rainstorm! It is time to put on my raincoat.*
Model drawing a line through the two smaller words in *rainstorm* and *raincoat* and finding the meanings of the compound words.

Display the following sentences:

The temperature felt cool in the afternoon.

The drizzling rain turned into a thunderstorm.

Worms came up from their underground homes.

Have children tell the meaning of each compound word. (afternoon = after 12 o'clock noon; thunderstorm = a storm with thunder; underground = under the ground)

Check & Reteach**OBJECTIVE: Use Compound Words**

Have children figure out the meaning of the compound word *sandbox*. Display: I built a castle in the sandbox.

If children cannot figure out the meaning of the compound word, cover *sa* and ask: *Is ndbox a word?* (No.) Cover *sand* and ask: *Is box a word?* (Yes.) Cover *box* and ask: *What is the other word?* (*sand*) Repeat with *sandpaper* and *sandbag*.

Academic Talk**2 Ask and Answer Questions** Anthology page 129

Explain that sometimes readers need to find out the meaning of a word they read. They can ask and answer questions about the difficult word.

- Display the following sentence frames:
 - What is a _____?
 - What does _____ mean?
- Model: *What is a railroad? I know a train goes on rails. Rails are long and made of metal. A road is a long path that leads from one place to another. I think a railroad is a long path made out of rails.*
- Have partners ask and answer questions to find the meaning of the words *bedroom*, *marketplace*, *sunflower*, and *sunburn*. Encourage them to use the sentence frames.

COMMON CORE STANDARDS**Reading**

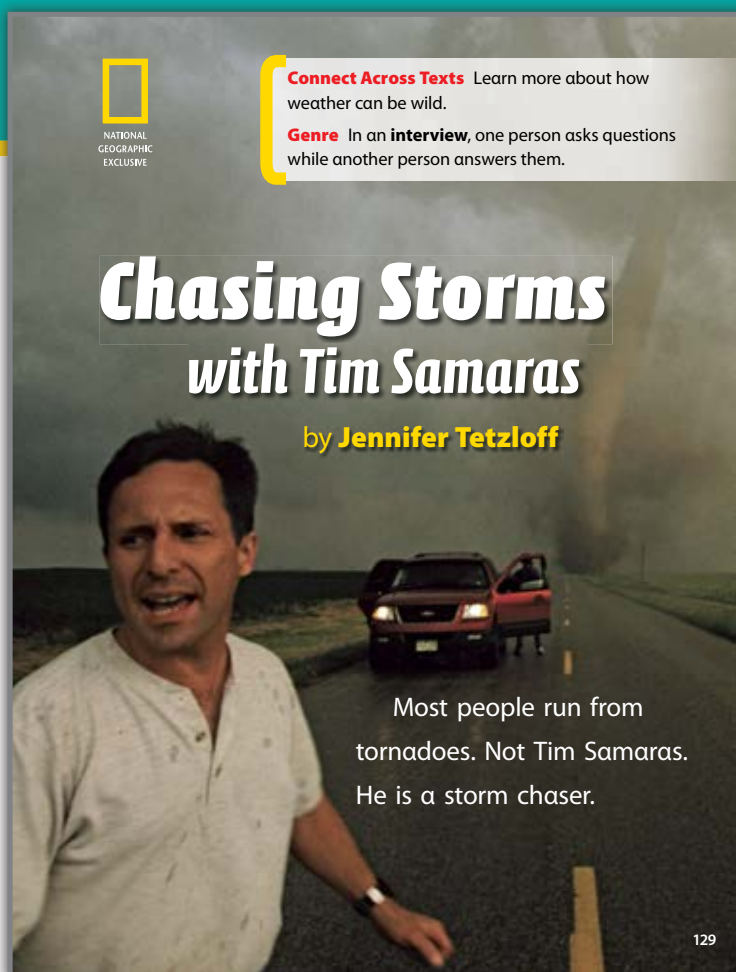
Compare Fiction and Nonfiction	CC.1.Rlit.5
Ask and Answer Questions to Determine the Meaning of Words	CC.1.Rinf.4
Compare Texts	CC.1.Rinf.9
Read Informational Text	CC.1.Rinf.10
Decode Compound Words	CC.1.Rfou.3

Writing

Write Informative Text	CC.1.W.2
------------------------	----------

Language and Vocabulary

Use Simple Interrogative Sentences	CC.1.L.1.j
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Anthology page 129

Connect Across Texts Learn more about how weather can be wild.

Genre In an **interview**, one person asks questions while another person answers them.

STUDENT
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Comprehension

3 Compare Texts Anthology pages 113 and 130

Review the features of fiction and nonfiction. Have children recall what happened in the story "A Year for Kiko." Guide them in paging through the story if needed.

- Remind children that in an interview, one person asks questions and another person answers the questions. Add: *This interview is nonfiction. Are the questions about real things or made-up things?* (real things)
- Display pages 113 and 130. Guide children in comparing the illustration of a **rainy** day and the photo of a thunderstorm. Ask: *Which image shows a real **rainy** day?* (the photo) *Which image shows a made-up **rainy** day?* (the illustration)
- Ask: *Which selection tells a story?* ("A Year for Kiko") *Which selection informs about weather?* ("Chasing Storms with Tim Samaras")

Check & Reteach

OBJECTIVE: Compare Texts

Hold up the Big Book *Storm Is Coming!* and display its illustrations. Ask: *Is this selection fiction or nonfiction?* (fiction)

If children cannot identify the genre of the Big Book, remind them that it is about animals that can talk. Ask: *Can real animals talk?* (No.) Remind them that fiction contains things that cannot happen in real life.



Anthology

Name _____ Date _____

T-Chart

Compare Genres

Compare a story and an interview.

Realistic Fiction	Interview
has characters	has real people
is fiction	has facts
has sensory details	has questions and answers
has illustrations	has photographs

Use your T-chart to talk about which kind of text you like best. Give reasons.

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Reread and Analyze

4 Build Comprehension

Use the **Read and Analyze** questions on page T130–131 as you reread “Chasing Storms with Tim Samaras.”

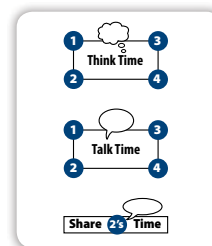
See **Differentiate**

Respond and Extend

5 Compare Genres Anthology page 132

Remind children that “A Year for Kiko” is realistic fiction and “Chasing Storms with Tim Samaras” is an interview.

Use the **Numbered Heads Together** routine. Form groups and give children numbers. Remind them to think on their own silently before they give answers.



Numbered Heads Together

To help children compare genres, discuss features that would be found in each: *Does an interview have many questions?* (Yes.) *Does a realistic fiction story usually have diagrams with labels?* (No.) *Do stories have illustrations?* (Yes.) *Is an interview about a real person?* (Yes.) *Does an interview have a plot?* (No.)

Have each group discuss the questions. Then call a number from each group to share with the class. Have children record their answers on **Practice Master PM6.45**.

For **Numbered Heads Together**, see page BP61.

Check & Reteach

OBJECTIVE: Compare Genres

Ask: *What is the difference between Tim Samaras and Kiko?* (Tim Samaras is a real person, and Kiko is a character.)

If children cannot explain the difference, ask guiding questions: *Who is Tim Samaras?* (He is a storm chaser.) *Is he a real person?* (Yes.) *What does he do?* (He studies tornadoes.) *Who is Kiko?* (She is a character in a story.) *Is she a real person?* (No.) *What does she do?* (She does things that real people do, like play outdoors on **snowy** and **sunny** days.)

6 Talk Together Anthology page 132

Read aloud the **Talk Together**. Discuss the weather during a tornado. Ask: *What words in the selection tell how it feels to be in a tornado?* (dangerous; powerful thunderstorm; spinning, funnel-shaped cloud)

Differentiate

BL Below Level

FRONTLOAD Have children do a picture walk with a partner, teacher assistant, or other adult volunteer before conducting the whole-class rereading.

OL On Level

READ TOGETHER Have children track the print as you reread together.

AL Above Level

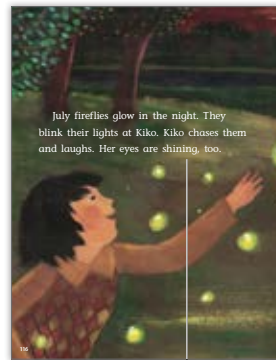
READ ALONG Read page by page. Have children chime in to read words they know.



Compare Genres

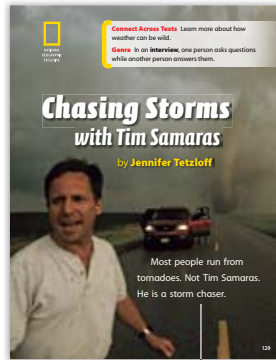
How are the words in *A Year for Kiko* and “Chasing Storms with Tim Samaras” different?

Realistic Fiction



has sensory details and characters

Interview



has facts about real people

Talk Together

Think about what you read. What’s wild about weather?

132

Anthology page 235

Writing

7 Write an Interview

Organize children into pairs to write about the most extreme weather they have ever seen or read about. Have one child write a question to ask his or her partner, and have the partner write the answer to the question.

Encourage children to ask information questions that begin with *who*, *what*, *when*, and *where*. Post examples, such as: What happened during the storm? Where did you see damage? Who was with you? What is a tornado?

Then explain that questions starting with *why* or *how* can give you more information about what caused an event. Post more examples: Why did you move to the basement? How did you know a storm was coming?

Have partners share their interview with the class.

Daily Language Arts

Daily Grammar

Point out these information questions on page 130: What is a storm chaser? What is a tornado? Then use the Daily Grammar lesson on page T127i to review information questions.

WRAP-UP Ask: *What expressions did you learn about today? What do they mean?* If children get stuck, supply them with examples from “What Does It Mean?” such as “raining buckets” or “soaked to the bone.”



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Substitute Medial Sounds
- ✓ Read and Spell Words with *oo, ea*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Sing with Me Phonics Songs Book, page 63
- Sound/Spelling Cards 4, 8, 13, 15, 19, 21, 33, 46
- Words with *oo, ea*: Practice Master PM6.46
- Write-On/Wipe-Off Boards
- High Frequency Words: Practice Master PM6.47
- Read On Your Own Book 24

TECHNOLOGY ONLY

- Sing with Me Phonics Songs MP3 or CD 3, Tracks 31–32
- Word Builder

MATERIALS

small chips or coins for **Wordo!** game

MORNING WARM-UP

What happens when a volcano erupts?

Have children talk about the magma or ash that can come out of a volcano and how it causes an earthquake.

Phonological Awareness

1 Substitute Medial Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *head*.
- **Segment sounds:** /h/ /ě/ /d/. Have children put chips in the sound boxes as they repeat each sound.
- **Substitute a sound:** *Let's change /ě/ to /ōō/:* /h/ /ōō/ /d/.
- **Say the new word:** *What is the word? hood. Say the new word with me. hood*

For **Phonological Awareness Routine 6**, see page BP30.

Have children repeat the routine with the words *wade/wood, hike/hook, hide/head, and meat/met*.

Check & Reteach

OBJECTIVE: Substitute Medial Sounds ✓

Ask: *If I change the middle sound in look to /ā/. What is the new word? (lake).*

If children cannot answer, have children repeat *loook* and say the middle sound /ōō/. Then have them say /āāā/, *lake*, emphasizing the middle sound. Repeat with *cook/cake and run/rain*.

Phonics

2 Learn Words with *oo, ea* ✓

Sing with Me Phonics Songs Book page 63

Scaffold language. Explain that *Tao* is the girl's name. Play Tracks 31–32 and follow the directives. Practice the gestures until children can perform smoothly.

- 1 Pantomime pulling a hood over your head.
- 2 3 4 Make rain with fingers and clap on "drip drip drop."
- 5 Make rain with fingers.

Ready for Rain

Tao put a hood upon her head, 1
And thought, "I will be ready."

Rain fell, drip, drip, drop! 2

Rain fell, drip, drip, drop! 3

Rain fell, drip, drip, drop! 4

The morning rain fell steady. 5



Sing with Me Phonics
Songs Book page 63

COMMON CORE STANDARDS

Reading

Blend Sounds to Orally Produce Words CC.1.Rfou.2.b

Decode Words with *oo, ea* CC.1.Rfou.3

Read Irregularly Spelled Words CC.1.Rfou.3.g



Language and Vocabulary

Spell Words with *oo, ea* CC.1.L.2.d

Spell High Frequency Words CC.1.L.2.d

Spell new words phonetically CC.1.L.2.e

Use **Decoding Routine 1** to connect sounds and spellings /ōō/oo and /ě/ea and to blend words.

Step 1 Develop Phonological Awareness	/ōō/oo	/ě/ea
1. Tell children: <i>These words have /ōō/ in the middle.</i>	cookie, stood, good	spread, weather, breakfast
2. Tell children: <i>I will say a word. Listen for /ōō/. If you hear /ōō/, raise one hand. If you don't hear it, leave your hands down.</i>	took, boat, hood, shook, crawl, food	bread, heavy, seat, sweater, week, chew
Step 2 Associate Sounds and Spellings		
1. Display the picture-only side of Sound/Spelling Card 46 . Say: <i>Say the word book with me: book. Say /ōō/.</i>		
2. Turn the card over. Point to the spelling and name it. Have children repeat. For Sound/Spelling Card 21 , review the /ě/e spelling and cover it. Then point to and name the new spelling ea and tell children they will focus on this spelling.	Card 46 book, /ōō/oo	Card 21 elephant, /ě/, ea
3. Write and read words with oo.	brook, wooden, stood	ready, instead, dead
Step 3 Blend Sound-by-Sound		
1. Write g. Say: /g/ and have children repeat,	g	h
2. Add oo. Say: /ōō/. Blend /g/ /ōō/, sweeping your hand below the spellings. Have children blend the sounds with you.	goo →	hea →
3. Add d. Say: /d/. Blend /g/ /ōō/ /d/, sweeping your hand below the spellings. Have children blend the sounds with you.	good →	head →
4. Repeat for the remaining words. The follow the routine to teach /ě/ea, using Sound/Spelling Card 21 .	took, stood, foot	bread, ready

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE There is no sound transfer of /ōō/ between English and Spanish, Hmong, and Haitian Creole.

STRATEGY Have children:



- tell whether the /ōō/ sound is used in their home language
- practice making the /ōō/ sound.
- Point to and have children name objects with /ōō/, such as *book*, *foot*, and *hood*.











Read On Your Own Book 24

Name _____ Date _____

Phonics

Words with oo, ea  

Circle the word that names the picture. **book** **bread**

1.  fight fit foot	2.  head hood hide
3.  read road roof	4.  throw thread three
5.  wood weed wind	6.  heal hike hook
7.  spool spread spray	8.  cook cake crack

Read It Together The cook spreads jelly on the bread.

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NGReach.com Practice Master PM6.46

3 Read Words with oo, ea Read On Your Own Book 24 page 14

Use the **Word Builder** to project the words and sentences shown. Have children blend the words as they did in step 3 on page T132b. Then point out High Frequency Word *the* and ask children to read the sentences.

NGReach.com Word Builder

Have children turn to **Read On Your Own Book 24**, page 14. Review the sounds/spellings /ōō /oo and /ě/ea and read the label on the first picture together. Then have partners take turns reading the labels. Assign **Practice Master PM6.46** for more practice.

4 Spell Words with oo, ea

Use **Dictation Routine 1** to have children practice spelling *hood*, *heavy*, and *wool* on their **Write-On/Wipe-Off Boards**.


- **Say a word:** *hood*
- **Segment Sounds:** /h/ /ōō /d/. *What is the first sound you hear in hood?* (/h/)
- **Display Sound/Spelling Cards.** Have children match each sound in *hood* to a card. (cards 4 /h/, 46 /ōō /, 13 /d/)
- **Repeat the word:** *hood*. Have children write the word.
- **Write the spelling:** Have children check and correct their spelling. Repeat for *heavy* and *wool*. (cards 4 /h/, 21 /ě/, 15 /v/, 33 /ě/, 19 /w/, 8 /l/)

For **Dictation Routine 1**, see page BP35.

Write-On/Wipe-Off Board

Then dictate: *The hood is made of heavy wool.* Have children say and write the sentence.

Check & Reteach

OBJECTIVE: Read and Spell Words with oo, ea 

Check the dictation sentence for correct spellings. Prompt self-correction. If children spell a word incorrectly, use **Corrective Feedback Routine 2** to blend words with oo and ea. Then dictate: *This wool hood is heavy.*

For **Corrective Feedback Routine 2**, see page BP36.



Words with oo, ea

Look at each picture. Read the words.



Example:



foot



bread



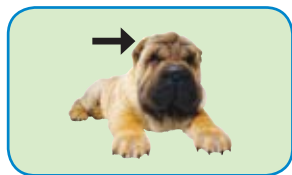
thread



hood



brook



head

Key Words

Look at the pictures.
Read the sentences.

High Frequency Words

- children
- her
- house
- school
- thought
- word



We Need Rain

- Everyone **thought** they needed rain.
- Then Ms. Li got rain at **her house**.
- The **children** got rain at **school**.
- Rain! Rain! Rain! The **word** sure sounded good.

Why is rain good at Ms. Li's house?



Phonics Games
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com

Read On Your Own Book 24
pages 14–15

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 24 page 15

Read aloud page 15. Then reread the sentences. Have children clap when they hear a High Frequency Word.

Use a Word Wall chant to develop automatic recognition. Together, chant the spelling of each word (for example, *h, e, r*) and hop on one foot for each letter. Then jump and say the whole word. Assign **Practice Master PM6.47** for more practice.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have partners take turns reading and spelling the High Frequency Words on page 15 of **Read On Your Own Book 24**. Circulate and listen for errors.

If children misspell words, use **High Frequency Words Routine 2** to reteach the words.

For **High Frequency Words Routine 2**, see page BP37.

REVIEW Check children's retention of Unit 5 High Frequency Words. Have children play **Wordo!** with *funny, hurt, light, mean, sea, sound, few, food, hold, into, and once*.

- Have children write the words on the **Wordo!** grid.
- Call out a word and have children chant the spelling and place a chip in that word's square.
- The first child to fill a line across, down, or diagonal calls out "Wordo!" and play begins again.

For **Wordo! Game**, see page BP39.

Name _____ Date _____

High Frequency Words

I'm Thinking of a Word!

Write a word from the box to complete each sentence.



- High Frequency Words
- children
- her
- house
- school
- thought
- word

- This word means "did think." It is thought.
- This names a kind of home. It is house.
- This word means "kids." It is children.
- You use this for a mom. It is her.
- This word is school. You go there to read and to do math.

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PM6.47

Unit 6 | Up in the Air

NGReach.com Practice Master PM6.47



Daily Language Arts

Daily Spelling and Word Work

Practice options on page T127h

OBJECTIVES**Thematic Connection: Up in the Air**

Preview a Science Article to Make Predictions

PROGRAM RESOURCES**PRINT & TECHNOLOGY**

Interactive Read-Aloud 12 or

Interactive Read-Aloud 12 PDF R14–R16

MATERIALS

timer

Power Writing

Have children write as much as they can as well as they can in one minute about the word *hot*.

For **Writing Routine 1**, see page BP56.

COMMON CORE STANDARDS**Reading**

Read Informational Text CC.1.Rinf.10

Writing

Write Informative Text CC.1.W.2

Speaking and Listening

Participate in Conversations CC.1.SL.1.

Language and Vocabulary

Use Conjunctions CC.1.L.1.g

Use Compound Interrogative Sentences CC.1.L.1.j

Vocabulary Practice**1 Review Science and Academic Vocabulary**

Review the **Key Words** to prepare children for reading “Hunting for Hurricanes.” Display the words. Have children echo read the words after you. Ask volunteers to use each word in a sentence.

Key Words

calendar · cloudy · cold

cool · hot · month

rainy · snowy · sunny

temperature · warm · year

Academic Talk**2 Preview and Predict** Interactive Read-Aloud 12 **SCREENS 1–5**

Read aloud the title of the science article and display screens 1–5. Have children read the headings of the article along with you. Have children predict: *What do you think “Hunting for Hurricanes” is about?* (hurricanes and a hurricane experiment) *Why do you think that?* (The headings and pictures are about hurricanes and an experiment.)

Check & Reteach**OBJECTIVE:** Preview a Science Article to Make Predictions

Have children reread the heading Dangerous Hurricanes on screen 1 and predict what the section is about.

If children cannot make a prediction, ask: *What do you know about hurricanes?* (They are big storms with a lot of rain.) *What are some other words that mean the same thing as dangerous?* (*harmful, scary, bad*) *What can you predict?* (I will read about how hurricanes are bad storms.)

Interactive Read-Aloud**3 Share a Science Article** Interactive Read-Aloud 12 **SCREEN 1**

GENRE Explain: “Hunting for Hurricanes” is a science article. It gives facts about something that is real and true. It also includes directions on how to do a hurricane experiment. An experiment tells how to do a test to find out something.

CONNECT ACROSS TEXTS Explain that authors can write about the same topic in different ways. Remind children that “Chasing Storms with Tim Samaras” is an interview, but “Hunting for Hurricanes” is a science article and experiment. Ask: *How are these selections alike?* (Both are about people who study weather.) *How does Tim Samaras tell about tornadoes?* (He answers questions about them.) *How does “Hunting for Hurricanes” tell about hurricanes?* (The writer includes facts in her article and also includes an experiment for making a mini hurricane.)



SCREEN 1

Hunting for Hurricanes
by Sofia Miller

Dangerous Hurricanes

Hurricanes are powerful storms. They bring a lot of rain and strong winds. Hurricane winds can reach up to 200 miles per hour. They can blow the roof off of a house! Hurricanes can also cause big floods.

A hurricane is a very strong storm.

NATIONAL GEOGRAPHIC Reach for Reading

NGReach.com Interactive Read-Aloud

SCIENCE BACKGROUND Share information about hurricanes:

- *Hurricanes are very powerful storms. They usually start as thunderstorms in warm, tropical areas, like Africa. When the thunderstorms pass over warm ocean water and wet air, the wind in the storm gets faster and stronger and begins to spiral. This is a hurricane.*
- *The center of a hurricane is called the eye. The weather in the eye of a hurricane can be much calmer than the outside of the storm.*

Read screens 1–5 to children. Use the questions on T132g to build comprehension during the first read (Day 3) and second read (Day 4).

Comprehension Focus

FIRST READ

SECOND READ

Day 3 Listen and Comprehend

- Make Predictions
- Active Reading

Day 4 Listen and Analyze

- ✓ Compare Texts
- Critical Thinking

SCREEN 2

Hurricane Hunter heading

Commander Carl Newman is a pilot. He flies a plane inside hurricanes! Carl uses special tools. They measure wind speed and direction. The information shows how strong the hurricane is. Now Carl can warn people when a hurricane is coming.



photo

Commander Carl Newman in his hurricane hunter airplane. caption

3 4


SCREEN 3

Can You Make a Hurricane?

You can see for yourself what a hurricane is like. Just try this experiment.

You will need: materials

- 2 two-liter plastic soda bottles
- strong tape
- cold water
- glitter or scraps of paper



1 2

Drag from here.

directions step

3 4

Build Comprehension

FIRST READ

Day 3 Listen and Comprehend

- 1 Make Predictions** *What do you think you will make with these materials?* (Possible response: I think I will make a hurricane since we are reading about hurricanes.)
- 2 Active Reading** Organize children into four groups and assign a material to each group. Have each group raise their hand when their material is used in the experiment.

SECOND READ

Day 4 Listen and Analyze

- 3 Compare Texts** ✓ *How did Tim Samaras chase tornadoes?* (He drives a truck.) *How do you know?* (The photos show this.) *How does Commander Carl Newman chase hurricanes?* (He flies a plane into them.) *How do you know?* (I read it in the text.)
- 4 Make Inferences** *Do you think Commander Carl Newman is a good pilot?* (Possible response: Yes, he successfully flies a plane into dangerous storms.)
- 5 Determine Steps in a Process** *In the experiment, when should you tape the bottles together?* (after I fill one bottle with water and glitter and put the empty bottle on top of the full bottle) *What do you do to the taped bottles?* (I spin them around to make the center of a hurricane.)



SCREEN 4

Directions directions

- 1 Pour water into one of the bottles. Fill it almost to the top.
- 2 Add some glitter to the water.
- 3 Flip the empty bottle upside down. Put it on top of the bottle with water in it. step

materials Drag from here.

SCREEN 5

- 4 Tape the bottles together. Make sure they don't wobble! step **5**
- 5 Flip the bottle over. The bottle with water in it should be on top.
- 6 Spin the top bottle around in circles. Then watch what happens. **5**

That's what the center of a hurricane is like!

materials directions Drag from here.

Writing

4 Write About Hurricanes Interactive Read-Aloud 12 SCREEN 3

Invite children to share what they learned about hurricanes while reading "Hunting for Hurricanes." Ask:

- *What is one fact that surprised you?*
- *Which photo taught you the most, and what did it teach you?*
- *What else do you want to know?*

Encourage children to answer the questions in complete sentences. Then have them write two sentences about hurricanes, answering one of the questions. Have them use sentence frames such as:

I learned _____.

I think that _____ was interesting because _____.

I like the photo of _____ because _____. It taught me _____.

I want to know more about _____.



Daily Language Arts

Daily Grammar

Repeat the second question from the writing activity. Explain that there are two questions in this sentence: Which photo taught you the most? What did it teach you? Use the Daily Grammar lesson on page T127j to review conjunctions and compound questions.

WRAP-UP Ask: *What are hurricanes like for people on the ground?*
Encourage children to discuss the wind and heavy rain during a hurricane.

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Substitute Medial Sounds
- ✓ Read and Spell Words with *oo, ea*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Words with *oo, ea*: Practice Master PM6.49
- Syllables: Practice Master PM6.50
- Write-On/Wipe-Off Boards
- Sound/Spelling Cards 21, 46
- Read On Your Own Book 24

TECHNOLOGY ONLY

- Letter Cards


MATERIALS

small chips or coins for counting sounds. 4 per child

COMMON CORE STANDARDS

Reading

Blend Sounds to Orally Produce Words	CC.1.Rfou.2.b
Decode Words with <i>oo, ea</i>	CC.1.Rfou.3
Read Irregularly Spelled Words	CC.1.Rfou.3.g
Read with Fluency	CC.1.Rfou.4
Language and Vocabulary	
Spell Words with <i>oo, ea</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e



MORNING WARM-UP

Has it rained a lot this week? Is that a good thing or a bad thing?

Have children go to one side of the room if they think it is a good thing and the other side if they think it is a bad thing. Allow children to debate about whether rain is good or bad.

Phonological Awareness

1 Substitute Medial Sounds ✓

Use **Phonological Awareness Routine 6**.

- **Say a word:** *bake*.
- **Segment the sounds:** /b/ /ā/ /k/. Children use sound boxes and say sounds.
- **Substitute a sound:** *Let's change /ā/ to /ōō/: /b/ōō/: / /k/.*
- **Say the new word:** *What is the word? book. Say the new word with me: book.*

For **Phonological Awareness Routine 6**, see page BP30.

Repeat with *broke/brook, dude/deed, take/took, sweet/sweat, and like/look*.

Check & Reteach

OBJECTIVE: Substitute Medial Sounds ✓

Ask: *If I change the middle sound in book to /i/, what is the new word? (bike)*

If children cannot answer, have children repeat the middle sounds /ōō/ and /ī/ several times. Then have them say *book* and replace the middle sound with /i/. Ask: *What's the new word? (bike)* Repeat with *foot/feet* and *not/nut*.

Phonics

2 Read and Spell Words with *oo, ea* ✓

REVIEW Distribute **Letter Cards**. Have partners build and blend *book, bread, good, woods, spread, ready, look, and steady*. Have children sort the words into two lists: *oo* and *ea*. Then use **Dictation Routine 2** with **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *Steady rain is good for the woods.*
- **Repeat the sentence.** Children write the sentence as you repeat it slowly.
- **Write the sentence.** Have children check and correct their spelling.
Repeat with this sentence: *We are ready to look for books.*

For **Dictation Routine 2**, see page BP35.

Assign **Practice Master PM6.49** for more practice.

3 Review CVVC Syllables in Compound Words

REVIEW *Remind children:*

Remember that a syllable is a word or part of a word. A

syllable has one vowel sound and one beat. This word has one syllable: book. Have children clap as they say book. Say: This word has two syllables: notebook. Have children clap for each syllable as they say notebook. Point out that they clapped two times, once for each syllable. Use Letter Cards to display notebook. Model how to read the word. Say: When you come to a longer word, first look to see if there are smaller words in it. I see two: note and book.



Divide between the smaller words: *note|book*. Have children read each word separately. Then put the syllables together and blend the word. Repeat for *headband*, *footprint*, and *footstep*.

Assign **Practice Master PM6.50** for more practice.

High Frequency Words

4 Read and Spell Key Words ✓

Model pronouncing this week's High Frequency Words. Have children chant the words three times as you point to them on the Word Wall: *children, her, house, school, thought, word*.

REVIEW Have children play **Bang!** to review previously taught words from Unit 5: *funny, hurt, light, mean, sea, sound, few, food, head, hold, into, and once*. For **Bang! Game**, see page BP39.

Check & Reteach

OBJECTIVES: Read and Spell Words with *oo, ea* and CVVC Syllables ✓

Read and Spell High-Frequency Words ✓

Use **Dictation Routine 2** with this sentence: *She read the cookbook to the children.*

If children misspell *read* or *cookbook*, use **Sound/Spelling Cards** 21 and 46 to reteach /ē/ea, and /ōō/. For *cookbook*, model how to find two words in one longer word. If children misspell *children*, have them point to the word on the Word Wall and chant the spelling.

Then dictate: *We thought we saw a house in the woods.*







For **Dictation Routine 2**, see page BP35.

Name _____ Date _____

Phonics

Words with *oo, ea*

Complete each word so it names the picture.

1.  hood	2.  sweater
3.  feather	4.  cookie
5.  hoof	6.  breakfast

Read It Together Do you eat bread at breakfast?

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



[NGReach.com](https://www.ngreach.com) Practice Master PM6.49

Name _____ Date _____

Phonics

Syllables

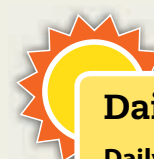
Draw a line between the syllables. Circle the word that names each picture.

1.  notebook nineteen noontime	2.  footrest footpath footprint
3.  houseboat headlight headband	4.  classroom clambake clubhouse
5.  bookcase bedroom beanstalk	6.  bookshop beanbag beehive
7.  mushroom mealtime mailbox	8.  beanpole bedspread breakfast

Read It Together Do you see bookcases in a classroom?

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[NGReach.com](https://www.ngreach.com) Practice Master PM6.50



Daily Language Arts

Daily Spelling and Word Work ✓

Practice options T127h



Read On Your Own Book 24

Why We Need Rain

by Debbie O'Brien

Have you **thought** of why we need rain?

water

water

Rain is **good** for everyone. Rain gives us **water** to drink and to wash things.

lake

Earth

Rain is **good** for the Earth. Rain fills lakes and **brooks**. Animals and fish live in those places. They need a **steady** supply of water. It comes from rain.

woods

crops

Rain helps plants grow. It helps trees grow in the **woods**. It helps crops grow in the fields.

Legend
 words with /oo<breve>/oo and /ë/ea and CVVC syllables
 high frequency words
 * story words

Read On Your Own Book 24
 pages 16–19

Decodable Reading

5 Read “Why We Need Rain” Read On Your Own Book 18 pages 16–24

Use the photos to preteach the story words *water* (page 17), *Earth* (page 18), and *rainwater* and *year* (page 21). Point out that the *Ea* in *Earth* does not stand for /ë/. Then use **Decoding Routine 4** to conduct two readings of “Why We Need Rain.” First, conduct a whisper read to monitor decoding. Then, conduct a choral read to monitor progress.

FIRST READ

Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 4 Reread and Comprehend

Have children chorally reread the text. Listen for improvement on errors. Use the following questions to build comprehension.

- 1 Analyze Details** *Why is rain good for Earth?* (Rain fills up lakes and brooks. It gives animals and fish water. It helps plants grow.)
- 2 Draw Conclusions** *What would happen if it never rained?* (Plants and animals would die. Everything would dry up.)
- 3 Determine Problem and Solution** *What can people do if they live where there is not much rain?* (They can be ready to catch rain when it falls. They can save rainwater and use it.)
- 4 Make Connections** *What places do you know that get lots of rain or not much rain?* (Possible responses: rain forests; deserts.)

For **Decoding Routine 4**, see page BP34.

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 24	Teacher’s Edition
Words with -y	why (page 16) supply (page 18)	/i/y (page T311)
vowel digraphs	need (page 16) deep (page 24) grow (page 19) fields (page 19)	/ë/ee (page T591) /õ/ow (page T71b) /ë/ie (page T591)

* Page numbers in **bold** reference Units 5–8.

AL Above Level

ISSUE Children can quickly decode the passage.

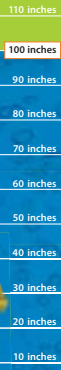
STRATEGY Ask children to describe the places they named in question 4, Make Connections.



Some places get too much rain. **Heavy** rains can cause an overflow of water. The rainwater **spreads** over the land. A **house** or **school** might be swept away by water.



Look at this place. It gets lots of rain. It may get more than 100 inches of rain in one year.*



Some places don't get much rain at all. Grown-ups and **children** must be **ready** to catch rainwater when it falls. They can save the rainwater and use it when they need it.



Look at this place. It gets very little rain. It may only get a few inches of rain in one year.

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Comprehension Coach

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So when it rains, just put on a hat or a **hood**. Take a deep **breath** . . . and be glad that it's raining! ❖

Practice Phonics

Words with oo, ea

Read these words.

spread brook good woods
soaked heavy filled mud

Find the words with the **oo** or **ea** sound. Use letters to build them.

s p r e a d

Talk Together

Choose words from the box to tell your partner what rain did.

1. 2. 3.

Rain **filled** the brook.

Practice Phonics

6 Words with oo, ea Read On

Your Own Book 24 page 25

Distribute **Letter Cards**. Read aloud the first activity on page 25. Have partners read the words in the box and do the word-building activity.

b	o	o	k	
g	o	o	d	
h	e	a	v	y

7 Talk Together Read On Your Own Book 24 page 25

Have children tell about the photos by filling in the blanks with words from the box. (Possible answers: Rain soaked the woods/mud. Rain filled the brook.)

Check & Reteach

OBJECTIVE: Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from "Why We Need Rain." Note reading rate and accuracy. Have children who have low reading speeds conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

Read On Your Own Book 24
pages 20–25

OBJECTIVES**Thematic Connection: Up in the Air**

- Use Compound Words
- Compare Texts

PROGRAM RESOURCES**PRINT & TECHNOLOGY**

Interactive Read-Aloud 12 or Interactive Read-Aloud 12 PDF R14–R16

MATERIALS

index cards • timer

Power WritingHave children write as much as they can as well as they can in one minute about the word *warm*.For **Writing Routine 1**, see page BP56.**COMMON CORE STANDARDS****Reading**

Compare Texts	CC.1.Rinf.9
Read Informational Text	CC.1.Rinf.10
Decode Compound Words	CC.1.Rfou.3

Writing

Write Informative Text	CC.1.W.2
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Speaking and Listening

Participate in Conversations	CC.1.SL.1
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Language and Vocabulary

Use and Expand Simple and Compound Interrogative Sentences	CC.1.L.1.j
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Vocabulary Practice**1 Use Compound Words** Interactive Read-Aloud 12 **SCREENS 1–5****REVIEW** Remind children that compound words have two smaller words.Explain: *When you see a compound word, split the two words apart. Find each word's meaning. Then put together the meanings to understand the compound word.*Point to the word *something* on screen 1. Ask: *What two words do you see?* (some and thing) *What do you think something means?* (a thing) Have children identify more compound words in “Hunting for Hurricanes.”

- For each compound word, have volunteers circle each of the smaller words.
- Then have children discuss the meanings of the small words to figure out the meaning of the compound word. (screen 2: *inside* [in]; screen 3: *yourself* [your own person]; screen 4: *upside* [the upper or top side])

Check & Reteach**OBJECTIVE:** Use Compound Words Display the compound words *moonlight* and *grasshopper*. Ask children to identify the meanings of the words. (light from the moon; bug that hops in the grass)

If children cannot determine the meaning of the words, have them work in pairs to use a dictionary. Have them write the two smaller words on index cards and put them together.

Comprehension**2 Compare Texts** Interactive Read-Aloud 12 **SCREENS 1–5**

Reinforce that “Hunting for Hurricanes” is made up of two kinds of text—an article and an experiment—both of which have different text features.

- Display the following text features: title, directions, photos, caption, steps, and materials. Ask children to make a T-chart with the two kinds of text as headings.
- Review each screen. Have children add features to the columns. (article: title, photos, captions; experiment: title, directions, steps, materials, photos)

Check & Reteach**OBJECTIVE:** Compare Texts

Have children say experiment features not found in the article. (directions, materials, steps)

If children have difficulty identifying features, have them refer to their T-charts. Ask guiding questions: *Does the article have directions?* (No.) *Does the article have materials or steps?* (No.)**Listen Again and Analyze****3 Build Comprehension** Interactive Read-Aloud 12 **SCREENS 1–5**Use the **Listen and Analyze** questions on T132g as children reread “Hunting for Hurricanes” and compare texts.



SCREEN 1

Hunting for Hurricanes
by Sofia Miller

Dangerous Hurricanes

Hurricanes are powerful storms. They bring a lot of rain and strong winds. Hurricane winds can reach up to 200 miles per hour. They can blow the roof off of a house! Hurricanes can also cause big floods.

A hurricane is a very strong storm.

Interactive Read-Aloud

Writing

4 Write About Two Texts Interactive Read-Aloud 12 SCREENS 1-5

Put children in two groups. Reread screens 1-2 with one group and screens 3-5 with the other group. Ask each group: *What did you learn?* Have children share what they learned. Have each child write a sentence about what they learned.

Academic Talk

5 Discuss Two Texts on the Same Topic

Use **Fishbowl**. Invite children to share what they learned about the article or experiment. Then have the circles switch. Ask children on the outside to share what they heard from their classmates as well as their own thoughts.

For **Fishbowl**, see page BP60.



Daily Language Arts

Daily Grammar

Have children find the question in the Interactive Read-Aloud. (Can you make a hurricane?) Then have children complete the Grammar and Writing lesson on page T127j.

WRAP-UP Ask: *What do hurricanes look like?* Have children review their model of a hurricane and "Hunting for Hurricanes." Ask: *How do the winds blow?* Have children discuss the direction of winds in a hurricane. (in a circle)

Day 5 Review and Apply



Anthology

Read On Your Own Book 24

OBJECTIVES

Thematic Connection: Up in the Air

- ✓ Read and Spell Words with *au, aw, -alk*
 - ✓ Read and Spell Words with *oo, ea*
 - ✓ Read and Spell High Frequency Words
 - ✓ Compare Texts
- Demonstrate Understanding of an Informative Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Grammar: Ask Questions: Practice Master PM6.52

Read on Your Own Book 24

Interactive Read-Aloud 12 or Interactive Read-Aloud 12 PDF R14–R16

TECHNOLOGY ONLY

Letter Cards

Online Vocabulary Games

MATERIALS

timer • crayons or markers

MORNING WARM-UP

Can you name two kinds of weather you read about?

(Possible responses: tornadoes and hurricanes) Display all of children's answers.

Review Phonics and High Frequency Words

Find Ann's Best Friend

Look at the picture with a partner. Take turns answering the questions. Which of the children is Ann's best friend?

1. Is it Shaun? He is yawning.
2. Is it Dawn? She is talking to her good pal.
3. Is it Tom? He is ready to lift a heavy book.
4. Is it Penny? She is drawing a roof on a house.
5. Is it Kim? She is drawing with chalk. What words did she use?

Legend

- words with *au, aw, -alk* and *oo, ea*
- high frequency words

Read On Your Own Book 24
pages 26–27

Power Writing

Have children write as much as they can as well as they can in one minute about the word *temperature*.

For **Writing Routine 1**, see page BP56.

Phonics Review

1 Play Find Ann's Best Friend ✓ Read On Your Own Book 24 pages 26–27

Have partners look at the pictures and read the clues on **Read On Your Own Book 24**, pages 26–27. Gather the group and discuss the clues and answers. Then play "What Am I?" Give these clues, and have children write the word:

- *I rhyme with walking. Animals cannot do this.* (talking)
- *People do this when they are tired. You take a big breath.* (yawn)
- *You find this at the top of a **house**.* (roof)
- *You use this to draw on the sidewalk.* (chalk)
- *If a book is not light, it is this.* (heavy)

COMMON CORE STANDARDS

Reading

Compare Texts	CC.1.Rinf.9
Decode Words with <i>au, aw, -alk</i>	CC.1.Rfou.3
Decode Words with <i>oo, ea</i>	CC.1.Rfou.3
Read Irregularly Spelled Words	CC.1.Rfou.3.g

Writing

Write Informative Text CC.1.W.2

Speaking and Listening

Participate in Conversations CC.1.SL.1

Language and Vocabulary

Spell Words with <i>au, aw, -alk</i>	CC.1.L.2.d
Spell Words with <i>oo, ea</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

Check & Reteach

OBJECTIVES: Read and Spell Words with *au, aw, -alk, oo, ea* ✓
Read and Spell High Frequency Words ✓







Distribute **Letter Cards** to children to play **Build, Mix, Fix**. Display a word. Have children build words with *au, aw, -alk, oo, ea*, and High Frequency Words. Then have children mix up their letters. Cover the displayed word and have children put the letters back in order. Uncover the word and have children correct their work. Then chant the word's spelling.

For **Build, Mix, Fix Game**, see page BP38.

Ask Questions

Ask a **question** to get **information**.

Grammar Rules Ask Questions

Questions	Information
Who is that?	That is Tim. 
What is that?	It is a tornado. 
Where is the tornado?	It is far away. 
Why is it so windy?	It is windy because of the tornado. 
When did it start raining?	It started at 4:00. 
How is the weather?	It is rainy. 

Read a Sentence

What information do these questions ask about?
How do you know?

1. Who is a storm chaser?
2. When can I meet Tim?

Write a Sentence

Write a question for Tim. Ask him for information about his job.

133

Anthology page 133

STUDENT TECHNOLOGY



Student eEdition



Vocabulary Games



Resources

NGReach.com


VOCABULARY GAME

Introduce **Word Poems**. Display several Spelling Words or **Key Words**. Hand out paper and crayons or markers. Have children pick a weather condition they have experienced and write a concrete poem about it. They should write the word in the shape of the thing, such as in the shape of the sun for a sunny day, or in the shape of an umbrella for a rainy day. Then have children illustrate their poems and share them.

For **Word Poems**, see page BP54.



ONLINE VOCABULARY GAME


NGReach.com Online Vocabulary Games

Vocabulary Review

2 Apply Word Knowledge

Have children apply their knowledge of the words on the Spelling Test and the **Key Words** to play a game. Display the Spelling Words and the **Key Words**.

Grammar Review

3 Ask Questions Anthology page 133

Have a volunteer read the introduction and the Grammar Rules box row by row. Remind children that a question uses question words and has a question mark. Ask: *What are the question words?* (*who, what, where, why, when, how*) Complete the Read a Sentence activity with children. Invite children to follow along by pointing to the question word in each sentence and then telling what information they find. Have children complete the Write a Sentence activity.

Then use pages T127i–T127j to review different kinds of questions. Organize children into pairs. Have them work together to identify the question word in each sentence and then answer the questions below.

1. What can hurricanes cause? (flooding)
2. Where does Commander Carl Newman fly? (into hurricanes)
3. When do you spin the two bottles to make a hurricane? (at the end)
4. Who needs to be warned about a hurricane? (people nearby)

Assign **Practice Master PM6.52**.

Comprehension

4 Compare Texts

Remind children that “Chasing Storms with Tim Samaras” is an interview, and “Hunting for Hurricanes” is a science article with an experiment in it. Say: *We learned about wild weather from the interview, the science article, and the experiment. In the interview, we read questions and answers. The science article presents information with headings and photos, and it tells about something from an outside point of view. The experiment gives the steps for how to do something.* Arrange children into groups of three. Have each child choose a selection as they answer the following questions. Display **Interactive Read-Aloud 12**.

- Ask: *How are tornadoes and hurricanes alike?* (Both are powerful storms.) *How are they different?* (Hurricanes have a lot of **rain**. Tornadoes are funnel-shaped.)
- Ask: *Who gives the information in “Chasing Storms with Tim Samaras”?* (Tim talks for himself.) *Who gives the information in “Hunting for Hurricanes”?* (An outside person tells the story.)
- Ask: *How is the purpose of the experiment different from the other two texts?* (The experiment tells how to make something. The articles inform about big storms.)

Check & Reteach

OBJECTIVE: Compare Texts 

Demonstrate Understanding of an Informative Text

Monitor groups as children compare the selections. Make sure children can identify at least one thing in “Can You Make a Hurricane?” that is different from the other two selections. If children cannot compare two selections, point to each selection and ask: *Can you follow steps to make something in this selection?* Help children understand that the purposes of the articles are different.

Academic Talk

5 Relate Readings to the Big Question

Use **Think, Pair, Share**.

- Arrange children into pairs. Assign one of the **Key Words** to each pair.
- Allow time for children to think about how their word relates to the **Big Question: What’s wild about weather?**
- Have children discuss their ideas with a partner. Have them choose the stronger idea or combine their ideas. For example, sun can be wild weather if it shines all day for many days with no rain.
- Have each pair share their ideas with the class.

For **Think, Pair, Share**, see page BP61.



Writing

6 Write About Wild Weather

Ask: *What is the wildest weather you have ever experienced?* Have children close their eyes as you ask: *How did the sky look? How did the air and the rain or snow feel? What did the weather sound like?*

- Have children draw a picture of the wildest weather they have ever experienced. Then have them write one or two sentences to describe their picture:
- Encourage children to use **Key Words** or Spelling Words to describe the wild weather events or their experience.
- Have children share their picture and caption with someone else who wrote about a similar wild weather event.



Key Words

cloud · cold · cool · hot
month · rain · snow
sun · temperature · warm



Daily Language Arts

Daily Grammar

Review and Assess on page T127j

WRAP-UP

Have children review the contents of their Weekly Folders. Form groups and have groups decide which kind of weather they would like to learn more about—tornadoes or hurricanes. Ask: *What else do you want to know about tornadoes or hurricanes?* Have children add their ideas to the unit concept map.



OBJECTIVE

Thematic Connection: Up in the Air

✓ Write an Expository Paragraph

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Cause-and-Effects Chart: Practice Master PM6.53

Writing Rubric: Assessment Master A6.57

TECHNOLOGY ONLY

Practice Revising: eVisual 6.15

SUGGESTED PACING

- DAY 1 Study a Model
- DAY 2 Prewrite
- DAY 3 Draft
- DAY 4 Revise and Edit
- DAY 5 Publish and Present

Study a Model

Read and Analyze Anthology page 134

Read aloud the prompt and clarify the role, audience, form, and topic: *My role is to pretend to be a reporter. Who are we writing for? (classmates) What are we writing? (a nonfiction paragraph) What are we writing about? (what happens during one kind of weather)*

Review the trait, ideas. Explain: *When you develop ideas in writing, you use descriptive words and clear examples to help readers understand the topic. Your writing is clear and focused.*

Read aloud the first two lines of the nonfiction paragraph model “A Rainy Day.” Explain: *These examples give details about what happens when the weather is rainy.* Point to the word *Boom!* and elaborate: *Descriptive words help us picture details.* Read aloud the remaining sentences. Point out that the writer of this paragraph tells the main idea at the end of the paragraph.

Prewrite

Plan Anthology pages 134–135

Reread the prompt on page 134. Explain: *You will write a paragraph to tell what happens on a windy, rainy, sunny, or snowy day. It will include facts.* Allow pairs time to share facts about what happens during different kinds of weather. Then have each child choose one kind of weather to write about. Remind them to identify the weather they choose and explain what happens because of this weather.

Remind children that they used a Cause-and-Effects Chart to explain the effects of the wind. Model how to complete a Cause-and-Effects Chart using “A Rainy Day.”

Name _____ Date _____

Prewrite Graphic Organizer: Cause-and-Effects Chart

Weather Cause-and-Effects Chart

Cause	Effects

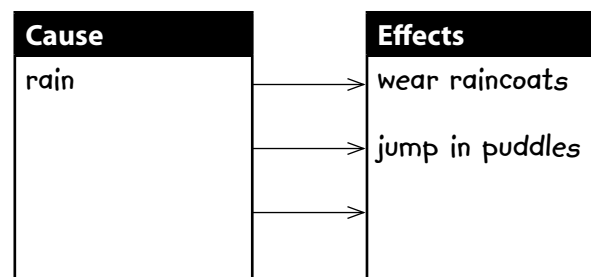
Ideas Checklist

- ✓ Does the paragraph tell why something happens?
- ✓ Does the paragraph have interesting ideas?
- ✓ Did the writer give details?
- ✓ Do the details help readers picture the weather?

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NGReach.com Practice Master PM6.53

Cause-and-Effects Chart



Distribute **Practice Master PM6.53** and have children plan their own nonfiction paragraphs using the Language Frames on page 135 and the Ideas Checklist on the practice master for guidance.

COMMON CORE STANDARDS

Writing

Write Informative Text with Closure CC.1.W.2
Focus on a Topic; Respond to Peer Feedback CC.1.W.5

Speaking and Listening

Ask and Answer Questions CC.1.SL.3

Writing Project

Write Like a Reporter

Write a Nonfiction Paragraph

What do you know about weather? Explain what happens on a windy, rainy, sunny, or snowy day. Write a paragraph for your classmates.



A Rainy Day

A paragraph has an indent.

Kids wear raincoats. They jump in puddles. You hear thunder. Boom!
This all happens because the weather is rainy. Rain falls from the sky.

A nonfiction paragraph tells something real that happens. It also tells why things happen.



134

Language Frames

- ____ happens because the weather is ____.

1 Plan and Write

Talk about kinds of weather with a partner. Pick one kind of weather. Explain to your partner what happens because of this weather.

Write a sentence that tells the kind of weather. Then write sentences to explain what happens because of this weather.

2 Check Your Work

Revise and edit your writing. Use this checklist.

3 Finish and Share

Finish your paragraph. Write each sentence neatly. Leave space between each word.

Read your paragraph clearly. Listen politely when other reporters read.

Checklist

- Did you use any compound words? Can you add one?
- Check your sentences. Did you use the right end marks?
- Read each word of your paragraph. Check the spelling. Look for missing letters. Correct spelling errors.

Sometimes we hear thunder on a rainy day.

135

Anthology
pages 134–135

Draft

Write Anthology page 135

Use the Cause-and-Effects Chart that you created for “A Rainy Day” and model how the author used it to draft a nonfiction paragraph.

Think Aloud

This paragraph begins with some examples to tell what happens on a rainy day.

Adding a vivid word helps readers imagine the thunder.

Write

Kids wear raincoats. They jump in puddles. You hear thunder.

Boom!

Continue the Think Aloud to develop other ideas to include in the paragraph. Then model writing sentences that connect these details to their cause: a rainy day.

Have children draft their nonfiction paragraphs. Remind them to use their Cause-and-Effects Charts to develop ideas in their writing.

See **Differentiate**

Differentiate

EL English Learners

ISSUE Children have trouble writing sentences that give details about their chosen topics.

STRATEGY Supply these sentence frames:

Kids wear _____. They can play _____. I see _____.
I hear _____.

BL Below Level

ISSUE Children have trouble identifying a variety of details related to one kind of weather.

STRATEGY Show children pictures of each kind of weather and discuss what they would see, hear, do, or feel if they were out in such conditions. Make a list of words for each kind of weather and have children refer to it as they write their paragraphs.



Revise

Check Your Work Anthology page 135

Display and read aloud **eVisual 6.15** to model how to make changes to drafts. Point out and use the revising marks.



Practice Revising

Do you think rain is awful or do you like it? The rain makes puddles on the sidewalk. The clouds form shapes. Falling raindrops tickle my face. I think rain is good.

Revisions shown in the image:
- "interesting" added to the first sentence.
- "Splat, splat!" added to the second sentence.
- "rain" added to the third sentence.

Revising Marks

- Add.
- Take out.
- Move to here.
- Check spelling.
- Capitalize.

NGReach.com Practice Revising: eVisual 6.15



INTERACTIVE WHITEBOARD TIP: Use the pen to show where new ideas are added.

Think aloud as you mark revisions to fix the paragraph's ideas: *This third sentence doesn't sound very interesting. It needs more detail so I will add words to better express my ideas. I'll also help readers picture the raindrops in the fourth sentence by adding some sound words.* You might also model how to replace *good* with a more appropriate adjective, such as *wonderful* or *entertaining*.

Have partners read aloud their drafts to one another. Have the listener retell important details and identify words that help him or her picture the details clearly. Then have the listener ask the writer each of the Ideas Checklist questions on **Practice Master PM6.53**. Have both writers and listeners discuss the responses and make suggestions for revisions.

Differentiate

AL Above Level

ISSUE Children are ready to explore sentence variety in their writing.

STRATEGY Explain that a question at the start of a paragraph grabs readers' attention and helps them focus on finding answers as they read. Challenge children to revise their paragraphs by inserting a lead question.

See **Differentiate**

Edit

Check Your Work **Anthology** page 135

Have children work in pairs to review drafts using the Checklist on page 135. Have them circle any words they think may be misspelled or any grammatical errors they find. Circulate and provide feedback on their findings. Use Daily Language Arts lessons to reinforce spelling and grammar skills.

Checklist

- Did you use any compound words? Can you add one?
- Check your sentences. Did you use the right end marks?
- Read each word of your paragraph. Check the spelling. Look for missing letters. Correct spelling errors.

Publish and Present

Finish **Anthology** page 135

Have children make final drafts on clean paper, incorporating their revisions and edits. Ask them to draw an illustration that matches the details of their nonfiction paragraphs. Group the paragraphs by kind of weather, arrange each as a “chapter,” and bind them together in a class book.



Use the **Writing Rubric** to assess each child’s nonfiction paragraph.

Share **Anthology** page 135

Demonstrate how to report on a topic using expression and actions. Reread the student model with expression. Throw your arms out as you read the sound word loudly: **Boom!** Emphasize the fifth sentence, which gives the reason why all the things described in the paragraph so far happen. Ask: *How does reading with expression add to this paragraph?* (Possible response: It helps me better understand the ideas and picture the details in the writing.)



After each child reads his or her nonfiction paragraph to the class, allow time for questions and answers. Remind children to use complete sentences when replying to questions. Model by role-playing a listener. Ask: *Do you like the weather on a rainy day?* Answer: *Yes, I like the puddles and the thunder on a rainy day.*



Daily Language Arts

Daily Spelling & Word Work

Point out the spelling of *aw* and *-alk* words *awful* and *sidewalk* in **eVisual 6.15** on page T135a. Then use pages T127g–T127h to practice spelling.

Daily Grammar

Point out the compound interrogative sentence in **eVisual 6.15** on page T135a. (Do you think rain is awful or do you like it?) Then use pages T127i–T127j to practice developing questions.

Writing Rubric

Score Point	Idea	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The message is clear and focused on the topic. Details are relevant and excellent. The paragraph is well organized and easy to read.	The paragraphs are clear and fit the topic. All content follows in logical sequence.	The paragraphs are clear and fit the audience. The writing is lively and engaging.	Appropriate words were used to convey the message. The language is clear and attention-grabbing.	All sentences are varied and have transitions. When read aloud, the paragraph sounds natural and rhythmic.	The writing has only a few minor errors in capitalization, punctuation, and grammar.	The text is presented in an appropriate and interesting way. Visuals are appropriate and support the message.
3	The message is clear and focused on the topic. Most details are relevant and good.	Most of the paragraphs are clear and fit the topic. Most of the content follows in logical sequence.	The paragraphs are mostly clear and fit the audience. Most of the writing is lively and engaging.	Some appropriate words were used to convey the message. The language is clear and attention-grabbing.	Most sentences are varied and have transitions. When read aloud, the paragraph sounds natural and rhythmic.	The writing has only a few minor errors in capitalization, punctuation, and grammar.	The text is presented in an appropriate and interesting way. Visuals are appropriate and support the message.
2	The message is present but unclear. The paragraph is somewhat organized and easy to read.	The paragraphs are somewhat clear and fit the topic. Some content follows in logical sequence.	The paragraphs are somewhat clear and fit the audience. Some of the writing is lively and engaging.	Some appropriate words were used to convey the message. The language is somewhat clear and attention-grabbing.	Some sentences are varied and have transitions. When read aloud, the paragraph sounds somewhat natural and rhythmic.	The writing has several errors in capitalization, punctuation, and grammar.	The text is not presented in an appropriate and interesting way. Visuals are not appropriate and do not support the message.
1	The message is not clear. The paragraph is not organized and is difficult to read.	There is no clear organization of the paragraphs. The content does not follow in logical sequence.	The paragraphs are not clear and do not fit the audience. The writing is not lively and engaging.	Few appropriate words were used to convey the message. The language is not clear and attention-grabbing.	Few or none of the sentences are varied and have transitions. When read aloud, the paragraph sounds unnatural and lacks rhythm.	The writing has many errors in capitalization, punctuation, and grammar.	The text is not presented in an appropriate and interesting way. Visuals are not appropriate and do not support the message.

Week 4 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonological Awareness

Delete Second Sounds from Blends

Substitute Medial Sounds

Phonics

Words with *au, aw, -alk*

Words with *oo, ea*

Syllables

High Frequency Words

Read High Frequency Words

Spelling

Spell Words with *au, aw, -alk*

Spell Words with *oo, ea*

Spell High Frequency Words

Fluency

Intonation

Accuracy and Rate

Reading

Compare Texts

Vocabulary

Use Science Vocabulary

Use Academic Vocabulary

Grammar and Writing

Ask Questions Test

Write Informative Sentences

ASSESSMENTS

Foundational Skills Test Unit 6, Week 4

Phonological Awareness

Directions: Read the words and circle the second sound.

Word	Second Sound
long (long)	o
open (open)	o
drawn (drawn)	o
like (like)	o
swamp (swamp)	o

Decoding

Directions: Write the word that matches the picture.

High Frequency Words

word
her
house
thought
children
school

Foundational Skills Test Unit 6, Week 4

Directions: Circle the word that does not belong.

1. cheek hide heed head

2. paw pea pie

3. hot home hood

4. cookbook coc | kbook cook | book cookb | ook

5. rowboat row | boat ro | wboat rowb | oot

Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with au, aw, -alk

- August In August, I saw a great movie.
- stalks The wind blew so hard that stalks of corn fell over.

Words with oo, ea

- took The wind took a roof right off.
- bread The family only had bread to eat as they hid.

High Frequency Words

- children The movie was about a mother and her children.
- her The mother was worried that her family might be hurt.
- house The wind and rain smashed against their house.
- school They could not go to work or school.
- thought They thought it was safest to hide in the basement.
- word No one said a word in the theater as the family hid.

More Words

Use these words and sentences for additional Pretest and Test items.

- hood I hid my face in my hood during the scary parts.
- book The movie was based on a book.
- author The author of the book is a storm scientist.
- awesome The book was awesome—better than the movie!
- talk I like to talk to my friends about what I read.
- read I have never read a story I liked more than that one.

Foundational Skills Test

A5.34–A6.35

Spelling Pretest/ Spelling Test

See page T127g

Oral Reading Assessment Unit 6

A home is on fire! A fire truck must hurry. It speeds on city roads. What if the fire isn't on land? What if it is on a boat? That is different. Then a fireboat must go to fight the fire. Cities on lakes and coasts need fireboats. An old oak sailboat on fire can sink fast. Rowboats can sink fast. Even a big, steel boat can sink! Fireboats can save them all. Fireboats use pumps to suck fires with water. They use foam on some fires. Many fireboats use fire hoses. A fireboat can't be slow. It needs speed to go and turn fast. It might tow boats at times. Fireboats have a big job to do!

Oral Reading Assessment Unit 6

A home is on fire! A fire truck must hurry. It speeds on city roads. What if the fire isn't on land? What if it is on a boat? That is different. Then a fireboat must go to fight the fire. Cities on lakes and coasts need fireboats. An old oak sailboat on fire can sink fast. Rowboats can sink fast. Even a big, steel boat can sink! Fireboats can save them all. Fireboats use pumps to suck fires with water. They use foam on some fires. Many fireboats use fire hoses. A fireboat can't be slow. It needs speed to go and turn fast. It might tow boats at times. Fireboats have a big job to do!

Minute Observations

Oral Reading Assessment Unit 6

Student	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Oral Reading Assessment

A6.1–A6.4

Use these passages throughout Unit 6. Work with Below Level readers this week.

Reading Comprehension Test Unit 6

Directions: Read the story. Then answer the questions about the story.

A Snowy Day

When Ken looked out the window, snow was falling from the sky. He ate breakfast, and then helped his mom clean up. After that, Ken put on his coat and gloves. He went outside. The world was white with snow. Tina waved at Ken and came over to play. They ran, jumped, and threw snowballs. They built a snowman. They laughed and sat in the soft snow. Ken and Tina stayed out for a long time. Ken started to feel cold, so he and Tina walked home. It was time to play inside.

Reading Strategy Assessment Unit 6

Check the reading strategies the child used and ask the questions that follow about how the child used the strategy. Use the strategy to help you determine how well the child used the strategy. Circle the strategy.

Ask: *What did you do to help you understand?*

Plan	Monitor	Ask Questions
4 3 2 1	4 3 2 1	4 3 2 1
4	4	4
3	3	3
2	2	2
1	1	1

Reading Strategy Assessment Unit 6

Strategy	1	2	3	4
Determine Importance				
Make Connections				
Make Inferences				
Visualize				

Reading Comprehension Unit Test

A6.36–A6.44

Reading Strategy Assessment

LR6.5–LR6.6

Vocabulary Test Unit 6

Directions: Choose the question. Choose the correct answer.

1. What does **fireplace** mean?
 a fire that happened in a certain place
 a place that burned in a fire
 a place to make a fire

2. What does **notebook** mean?
 a note for a book
 a book to write notes in
 a book that makes notes

Grammar and Writing Test Unit 6

Directions: Choose the answer that completes the sentence correctly.

1. _____ are you standing in the wind?
 Why
 Who
 What

2. Has the snow stopped, _____ it still coming down?
 or
 but
 and

3. _____ your family like to camp in the mountains?
 Do
 Does

Writing Rubric

Category	1	2	3	4
Content	Does not address the topic.	Addresses the topic but lacks detail.	Addresses the topic with some detail.	Addresses the topic with a lot of detail.
Organization	Does not use any organizational structure.	Uses simple organizational structure.	Uses more complex organizational structure.	Uses a clear and effective organizational structure.
Style	Does not use any style elements.	Uses simple style elements.	Uses more complex style elements.	Uses a clear and effective style.
Conventions	Does not use any conventions.	Uses simple conventions.	Uses more complex conventions.	Uses a clear and effective set of conventions.

Vocabulary Unit Test

A6.45–A6.48

Grammar and Writing Unit Test

A6.49–A6.52

Writing Rubric

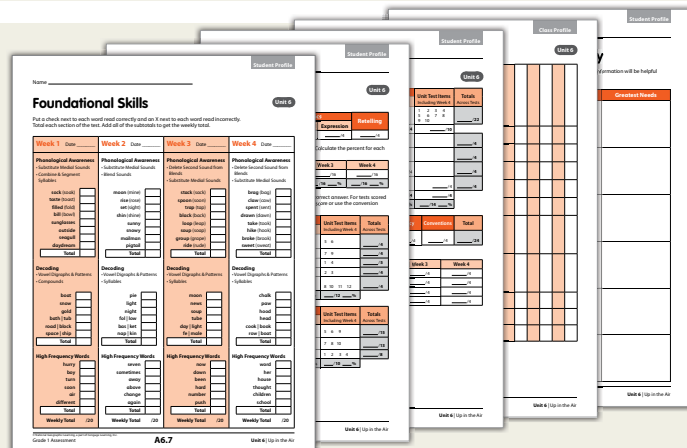
A6.57



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE

Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A6.7
- Student Profile: Weekly and Unit Tests** A6.53–A6.54
- Class Profile: Weekly and Unit Tests** A6.55
- Student Profile: Strengths and Needs** A6.56
- Student Profile: Oral Reading Progress Tracker** ONLINE ONLY

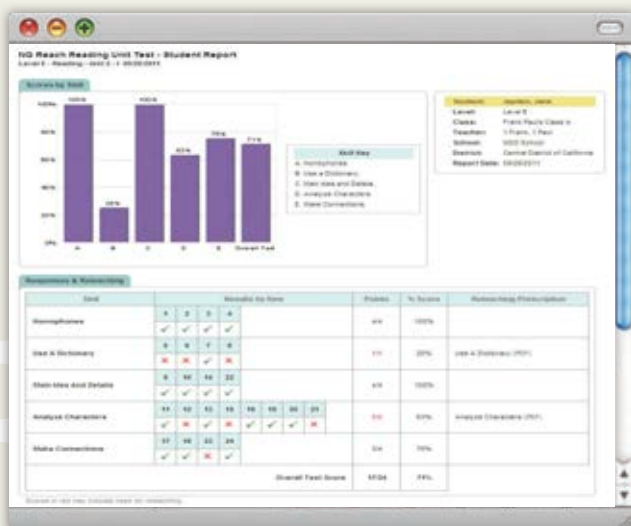
Foundational Skills, Spelling, Fluency

RETEACH

- Phonological Awareness Routine, page BP36
- Phonics/Decoding & Spelling Routines, page BP36
- High Frequency Words Routines, page BP37
- Fluency Routines, page BP40

ADDITIONAL PRACTICE

- Phonics Games [NGReach.com](https://www.ngreach.com)
- Word Builder [NGReach.com](https://www.ngreach.com)
- Activities for Daily Practice, pages BP38–BP39



eAssessment™

ONLINE ONLY

Automated Reports

- Student Profile: Weekly and Unit Assessment**
- Class Profile: Weekly and Unit Assessment**
- Standards Summary Report**

Reading

RETEACH

- Compare Two Texts: Reteaching Master RT6.13**
- Make Inferences: Reteaching Master RT6.14**

ADDITIONAL PRACTICE

- Leveled Books, pages LR4–LR12
- Comprehension Coach [NGReach.com](https://www.ngreach.com)

Vocabulary, Grammar and Writing

RETEACH

- Ask Questions: Reteaching Master RT6.15**
- Interactive Writing Routine**, page BP58
- Writing Trait: Reteaching Master RT6.17**

ADDITIONAL PRACTICE

- More Grammar Practice RT6.16



?
BIG
Question
What's wild about weather?

Share Your Ideas

Think about the different kinds of weather. What's wild about weather? Choose one of these ways to share your ideas about the **Big Question**.

Write It!

Draw and Write
Draw a picture of a storm. Write two sentences about the storm. Tell how it looks and sounds.



136

Anthology
pages 136–137

Talk About It!

Weather Report

Pretend that you are a weather person on TV. Give your weather report to the group. Describe the weather today. Tell what the weather will be like tomorrow.

Today it is sunny and warm.



Do It!

Make Air Move

With a partner make a fan, kite, or other type of air mover. Explain to your partner how your invention works.



137

OBJECTIVE

Thematic Connection: Up in the Air
Review Content

MATERIALS

unit concept map

COMMON CORE STANDARDS

Writing	
Write About Topics	CC.1.W.2
Speaking and Listening	
Describe Things	CC.1.SL.4
Describe Events	CC.1.SL.4
Add Visuals to Clarify	CC.1.SL.5
Produce Complete Sentences	CC.1.SL.6
Language and Vocabulary	
Use Adjectives	CC.1.L.1.f

Academic Talk

1 Big Question Anthology page 136

Display the **Big Question**. Read aloud **Share Your Ideas** on page 136. Have children revisit their unit concept maps to remind them of their answers to the **Big Question**. Encourage them to add any additional ideas. Guide them in thinking about their class discussions by looking at the selections in the unit and their leveled reading books.

Have children turn and talk about the answer to the **Big Question** that they think is most important. Encourage children to give details and to speak in complete sentences.

Unit Projects

2 Share Your Ideas Anthology pages 136–137

Read aloud the project options. Allow children a few minutes to turn and talk in order to choose their project. Have children who choose the **Talk About It!** or **Do It!** options gather in designated areas and work. Have the other children work individually at their desks.

Write It!

**MATERIALS**

unlined paper • colored pencils or crayons

Plan

Page through the Big Book *Storm is Coming!* and have children point out how the storm looks and sounds. Ask: *What Key Words can you use to talk about storms?* Encourage children to answer in complete sentences.

Write About Topics
Use Adjectives

CC.1.W.2
CC.1.L.1.f

Draw and Write

Provide time for children to draw and write. Remind them to:

- use **Key Words**
- use adjectives

Encourage children to share their drawings and sentences. Display the pictures in a Weather Gallery.



Talk About It!

**Plan**

Form groups, then review **Key Words** and other languages children can use in their weather reports.

Weather Report

Circulate as groups work together to describe today's weather. Have them describe what the weather will be like tomorrow. Then have children in each group pick a "weather reporter" to give the weather report to the class.

Describe Events
Produce Complete Sentences

CC.1.SL.4
CC.1.SL.6

Have children take turns being the "weather reporter" and presenting their reports to another group.



Do It!

**MATERIALS**

materials, such as cardboard tubes and colored paper, to make an air mover

Plan

Form pairs and have children review the science nonfiction selection "I Face the Wind" on pages 77–93. Then revisit the Cause-and-Effects Chart on page 95 and answer questions children may have about air movement.

Describe Things
Add Visuals to Clarify

CC.1.SL.4
CC.1.SL.5

Make Air Move

Have children think of something that will move air. Give them paper and other art supplies to create air movers. Have partners take turns naming and demonstrating their inventions.

Encourage partners to use the words *cause* and *effect* as they describe their inventions to the class.



Unit 6 Reflection

Successful Teaching Moments	Adjustments for Next Year

Additional Notes or Resources



Click links in the Teacher eEdition

Access all resources using the Lesson Planner

Browse the Resource Directory



Display Practice Masters using the Presentation Tool

More Practice



Phonics Games and Vocabulary Games



Comprehension Coach



My Vocabulary Notebook



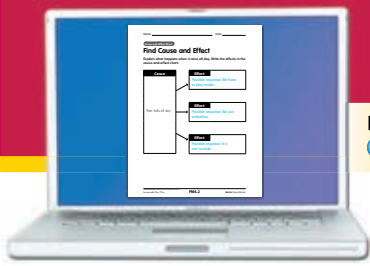
Read With Me MP3s



Sing With Me MP3s



Go to NGReach.com for practice resources.



Contents at a Glance

	Practice Masters	Pages	Practice Masters	Pages
	Family Newsletter 6: English and Spanish			
Week 1	Day 1: Words with <i>oa, ow, -old</i>	PM6.1	Day 3: Compound Words	PM6.7
	Cause and Effect Chart	PM6.2	High Frequency Words	PM6.8
	Day 2: Words with <i>oa, ow, -old</i>	PM6.3	Grammar: Compound Sentences	PM6.9
	Handwriting	PM6.4	Day 4: Compound Words	PM6.10
	Word Sort: <i>oa, ow, -old</i>	PM6.5	Grammar and Writing	PM6.11
	High Frequency Word Cards	PM6.6	Day 5: Vocabulary	PM6.12
			Cause and Effect Chart	PM6.13
Week 2	Day 1: Words with <i>ie, igh</i>	PM6.14	Day 3: Syllables	PM6.20
	Day 2: Words with <i>-ie, -igh</i>	PM6.15	High Frequency Words	PM6.21
	Handwriting:	PM6.16	Grammar: Build a Question	PM6.22
	Word Sort: <i>-ie, -igh</i>	PM6.17	Day 4: Syllables	PM6.23
	High Frequency Word Cards	PM6.18	Grammar and Writing	PM6.24
	Two-Column Chart	PM6.19	Day 5: Grammar: Sentence Types	PM6.25
Week 3	Day 1: Words with <i>oo, ou, ew</i>	PM6.26	High Frequency Word Cards	PM6.32
	Classification Chart	PM6.27	Day 3: Words with <i>ue, ui, u_e, ew</i>	PM6.33
	Grammar: Expand Sentences	PM6.28	High Frequency Words	PM6.34
	Day 2: Words with <i>oo, ou, ew</i>	PM6.29	Day 4: Words with <i>ue, ui, u_e, ew</i>	PM6.35
	Handwriting	PM6.30	Syllables	PM6.36
	Word Sort: <i>oo, ou, ew, ue, ui, u_e</i>	PM6.31	Grammar and Writing	PM6.37
Week 4	Day 1: Words with <i>au, aw, -alk</i>	PM6.40	Day 5: Vocabulary	PM6.38
	Day 2: Words with <i>au, aw, -alk</i>	PM6.41	Classification Chart	PM6.39
	Handwriting	PM6.42	High Frequency Words	PM6.47
	Word Sort: <i>au, aw, -alk</i>	PM6.43	Grammar: Questions	PM6.48
	High Frequency Word Cards	PM6.44	Day 4: Words with <i>oo, ea</i>	PM6.49
	T-Chart: Compare Genres	PM6.45	Syllables	PM6.50
Day 3: Words with <i>oo, ea</i>	PM6.46	Grammar and Writing	PM6.51	
			Day 5: Grammar: Question Words	PM6.52
			Prewrite: Cause-and-Effect Chart	PM6.53



NATIONAL GEOGRAPHIC Reach

NEWSLETTER

Level B | Unit 6

Dear Family Member,

“What’s wild about weather?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about weather and seasons. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about the kinds of weather you have where you live. Try to use some of the New Words in your discussion.
2. Work together to complete the list below. On each day of one week, describe the weather where you live. Use the space below to write or draw your descriptions.
3. Remind your student to bring the completed drawings or descriptions to class.

What We’re Reading

“Storm Is Coming!”

by Heather Tekavec

In this story, farm animals hide from a storm.

“I Face the Wind”

by Vicki Cobb

In this narrative, a girl explores the wind.

“Wind Eagle: A Native American Legend”

retold by Renee Biermann

In this legend, a man and an eagle work together to control the wind.

“A Year for Kiko”

by Ferida Wolff

In this story, a girl experiences the weather in each month of the year.

“Chasing Storms with Tim Samaras”

by Jennifer Tetzloff

In this interview, Explorer Tim Samaras describes his work as a storm chaser.

And more!

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Sunday:

COPY READY



New Words

Weeks 1 and 2

blows

power

weather

fast

soft

wind

feels

storm

outside

strong

Weeks 3 and 4

calendar

hot

sunny

cloudy

month

temperature

cold


rainy

warm

cool

snowy

year

Learn and play with words.  [NGReach.com](https://www.NGReach.com)



NATIONAL GEOGRAPHIC Reach

BOLETÍN DE NOTICIAS

Nivel B | Unidad 6

Estimado miembro de la familia,

“¿Cómo puede ser salvaje el clima?” Esta es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca del clima y las estaciones. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

Instrucciones:

1. Juntos, hablen acerca de las clases de clima que existen en el lugar donde viven. Intenten usar algunas de las Nuevas Palabras durante su conversación.
2. Juntos, completen la siguiente lista. Cada día de la semana, describan el clima del lugar donde viven. Usen el espacio a continuación para escribir o dibujar sus descripciones.
3. Recuerde a su estudiante traer las descripciones o dibujos completos a clase.

Qué estamos leyendo

“Storm Is Coming!”

por Heather Tekavec

En esta historia, los animales de la granja se esconden de la tormenta.

“I Face the Wind”

por Vicki Cobb

En esta narración, una niña explora el viento.

“Wind Eagle: A Native American Legend”

re-narrado por Renee Biermann

En esta leyenda, un hombre y un águila trabajan juntos para controlar el viento.

“A Year for Kiko”

por Ferida Wolff

En esta historia, una niña siente el clima durante cada mes del año.

“Chasing Storms with Tim Samaras”

por Jennifer Tetzloff

En esta entrevista, el explorador Tim Samaras describe su trabajo como caza-tormentas.

¡Y más!

COPY READY

Lunes:

Martes:

Miércoles:

Jueves:

Viernes:

Sábado:

Domingo:



Nuevas Palabras

Semanas 1 y 2

blows

sopla

fast

veloz

feels

siente

outside

afuera

power

energía

soft

suave

storm

tormenta

strong

fuerte

weather

clima

wind

viento

COPY READY

Semanas 3 y 4

calendar

calendario

cloudy

nublado

cold

frío

cool

fresco

hot

caliente

month

mes

rainy

lluvioso

snowy

con nieve

sunny

soleado

temperature

temperatura

warm

cálido

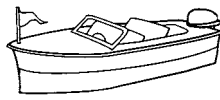
year

año

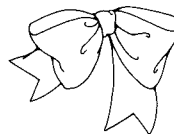
Aprenda y juegue con palabras.  [NGReach.com](https://www.ngreach.com)

Phonics

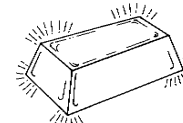
oa, ow, -old



boat

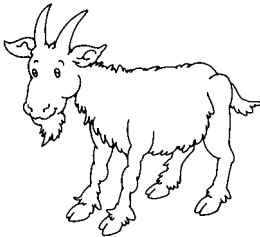



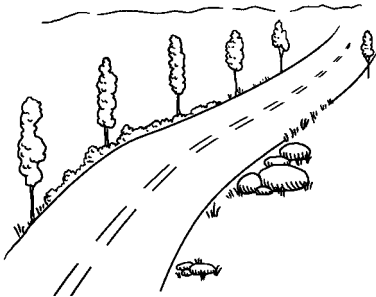
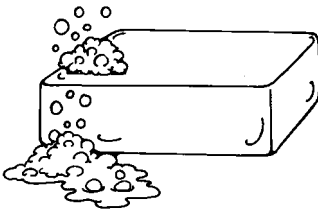
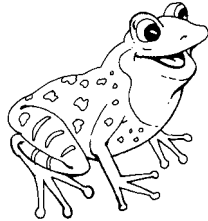



bow



gold

Circle the word that names the picture.

<p>1.</p>  <p>goat gate got</p>	<p>2.</p>  <p>box bowl bell</p>
<p>3.</p>  <p>cat coat cake</p>	<p>4.</p>  <p>cold cave cot</p>
<p>5.</p>  <p>rod rain road</p>	<p>6.</p>  <p>sail soap sock</p>
<p>7.</p>  <p>toad tow told</p>	<p>8.</p>  <p>row rope road</p>

Read It Together

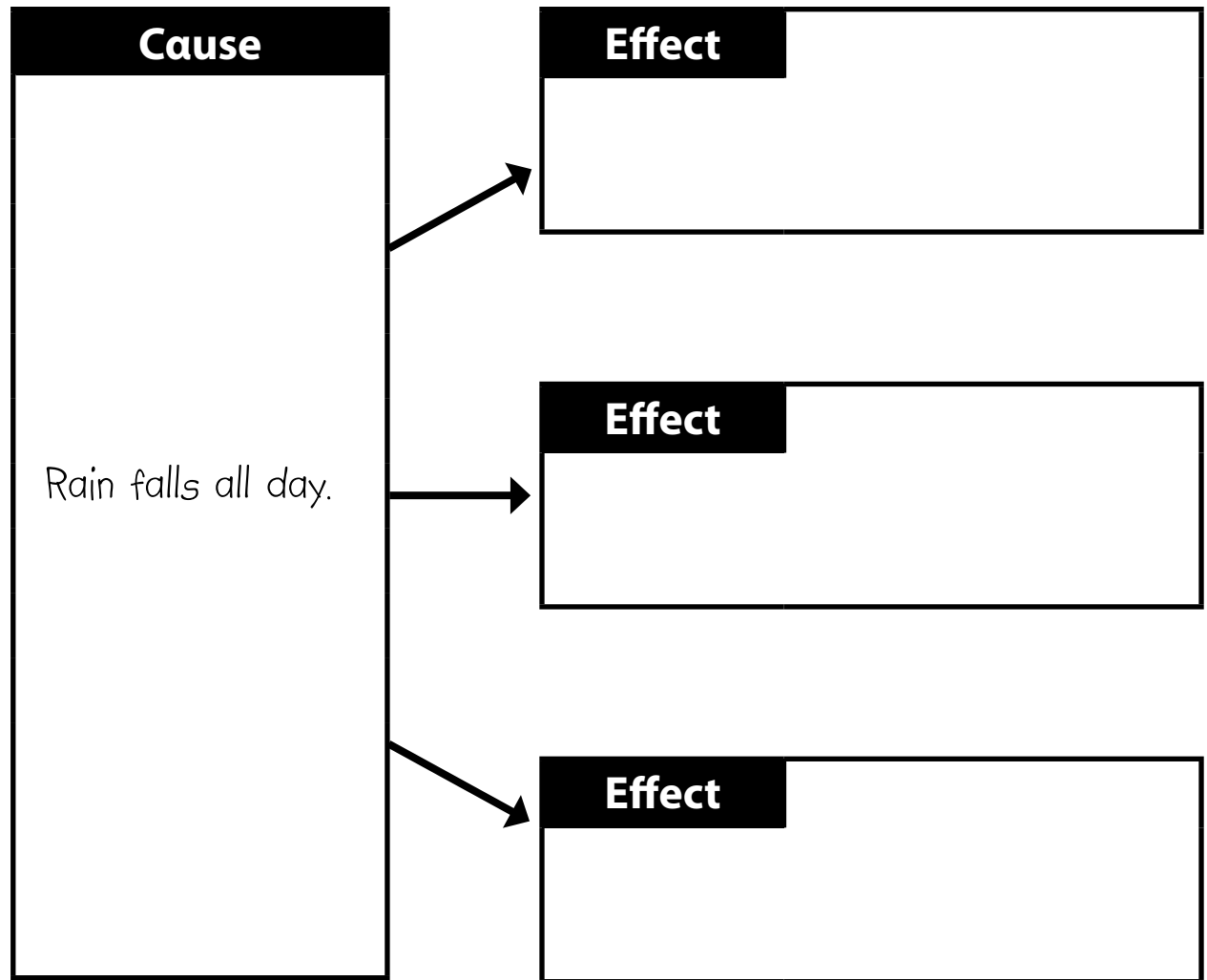
Does a coat or a bow help if it is cold?

Cause-and-Effect Chart

Find Cause and Effect

Explain what happens when it rains all day. Write the effects in the cause-and-effect chart.

COPY READY



Phonics

Words with oa, ow, -old



Circle the word that completes the sentence and write it.

crow **sold**

1. Do you see the big, black _____ ?

toad **old**

2. It sits in the _____ oak tree.

toast **scold**

3. I have some _____ for it to eat.

throw **foam**

4. I _____ the food.

slow **road**

5. It dives and grabs the food from the _____ .

Name _____

Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

air air air

boy boy boy

different different

different

hurry hurry hurry

soon soon soon

turn turn turn

COPY READY

Word Cards: *oa, ow, -old*



coat



road



throw



cold

boat

crow

throat

bowl

old

soap

toad

told

goat

low

bold

row

moat

oak

toast

scold

foam

tow

slow

hold

sold

throw

fold

gold

COPY READY

High Frequency Word Cards

COPY READY

eyes

air

far

boy

small

different

three

hurry

through

soon

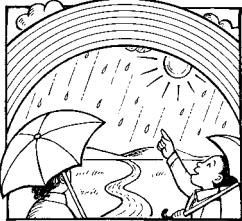

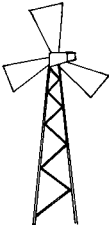
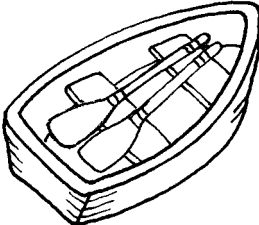


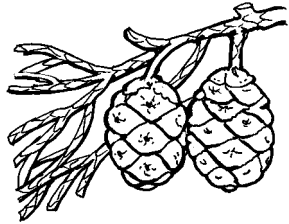

under

turn

Phonics

Compound Words

Circle the word that names the picture.

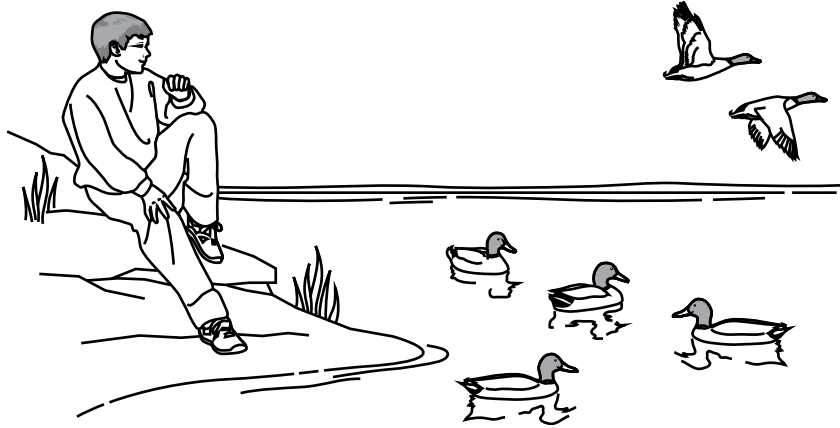
<p>1.</p>  <p>raindrop railroad rainbow</p>	<p>2.</p>  <p>snowing snowman seashell</p>
<p>3.</p>  <p>watchdog windmill weekday</p>	<p>4.</p>  <p>raindrop rowboat roadway</p>
<p>5.</p>  <p>cleanup catfish cupcake</p>	<p>6.</p>  <p>sunscreen stingray snapshot</p>
<p>7.</p>  <p>pancake pinecone pathway</p>	<p>8.</p>  <p>peanut pinwheel paintbrush</p>

Read It Together

Have you seen pinecones or stingrays?

Flying Home

Write a word from the box to complete each sentence.



High Frequency
Words

air

boy

different

hurry

soon

turn

1. A _____ watches six ducks.

2. How are two ducks _____ ?

3. They _____ to face east.

4. Then they fly through the _____ .

5. They hurry so they will reach their nests _____ !

Grammar: Compound Sentences

Use Compound Sentences

Play with a partner. The first player circles one word in Box 1 and one word in Box 3. The second player says a compound sentence with the words and uses *and*, *but*, or *or* from Box 2. Play until each player says six sentences.

Box 1	Box 2	Box 3
boy	and	mother
rain	but	wind
cold	or	slow
small	and	tall
light	but	cat
trees	or	houses
duck		fly
girl		father
snow		hot
fast		big
short		dark
dog		bird
ponds		school
bug		eat

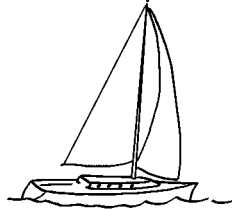

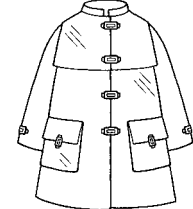
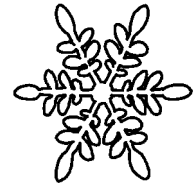

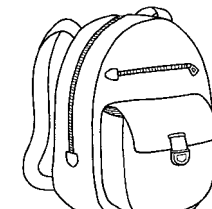
COPY READY

Phonics

Compound Words

Draw a line from the first word to a second word to name the picture. Write the new word.

COPY READY

<p>1.</p>  <p style="text-align: right;">fish</p> <p>sail boat</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: center; opacity: 0.5;">sailboat</p>	<p>2.</p>  <p style="text-align: right;">box</p> <p>mail</p> <p style="text-align: right;">man</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3.</p>  <p style="text-align: right;">coat</p> <p>rain</p> <p style="text-align: right;">drop</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>3.</p>  <p style="text-align: right;">bank</p> <p>snow</p> <p style="text-align: right;">flake</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5.</p>  <p style="text-align: right;">gull</p> <p>sea</p> <p style="text-align: right;">coast</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>6.</p>  <p style="text-align: right;">pack</p> <p>back</p> <p style="text-align: right;">seat</p> <p>_____</p> <p>_____</p> <p>_____</p>

Read It Together

I see seagulls at the seacoast.

Grammar & Writing

Write *and*, *but*, or *or*

Read the story. Write a word from the box in each sentence to complete the story.

and	but	or
-----	-----	----

There's a storm coming, _____ *and* _____ I think it might be a big one. We have had some little storms,

_____ nothing as big as this one. We will

have to close our windows, _____ the rain will get in the house. When I was little I was afraid of

storms, _____ I am not afraid now. The

thunder is very loud, _____ the big boom scares our dog.

Vocabulary

Picture It

1. Form pairs. Choose a pair to be the artists and a pair to be the guessers.
2. The artists secretly select a Key Word.
3. The artists draw a picture to show the word's meaning.
4. The guessers guess what Key Word the picture shows.
5. Switch roles.

weather	storm	blow	feel	soft
wind	fast	strong	outside	power

1.	2.
3.	4.

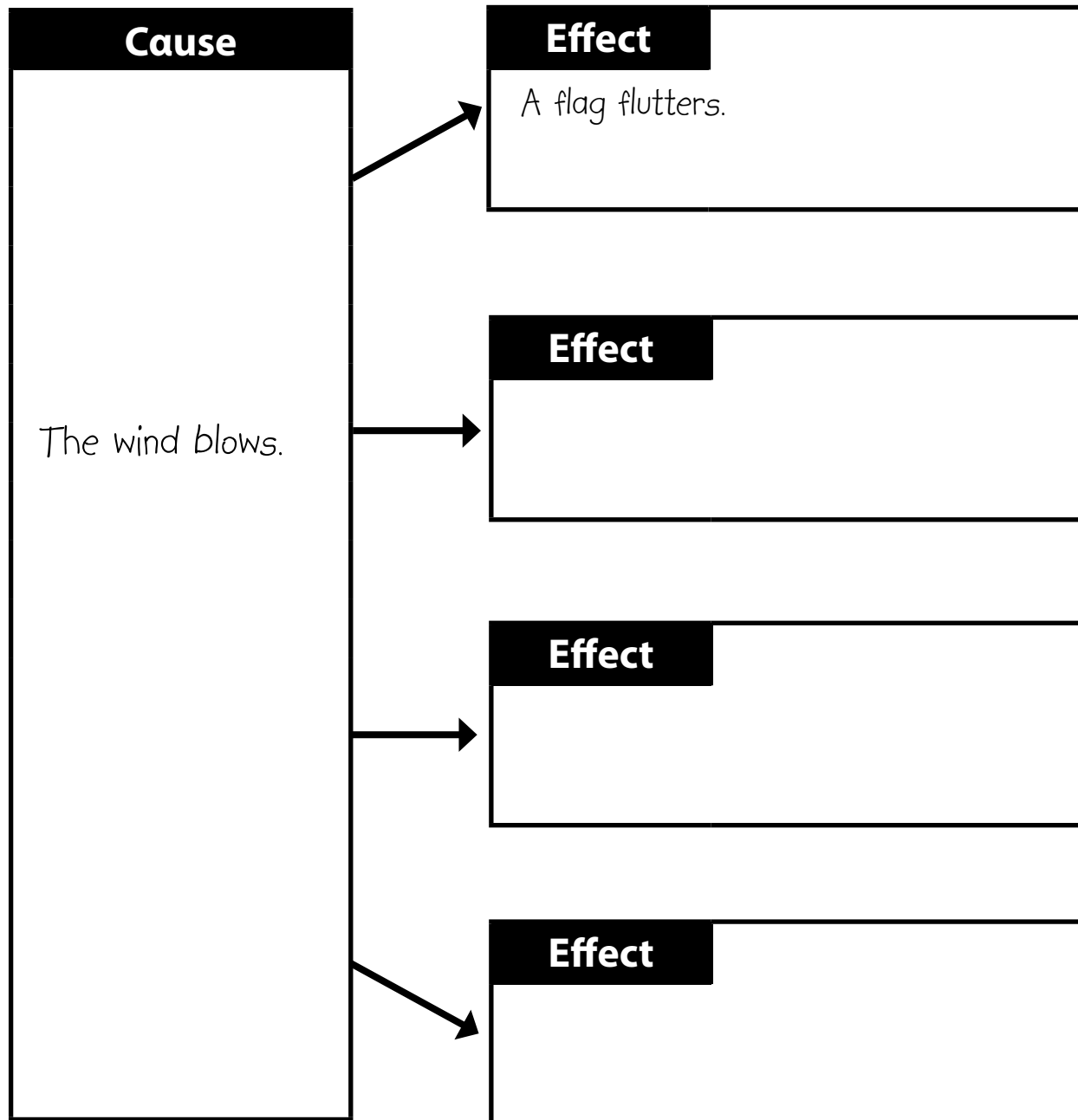
Keeping Score

If the guessers answer correctly, they get 1 point.
The first pair to get 3 points wins!


Cause-and-Effect Chart

I Face the Wind

Explain the effects of the wind in the story. Use the cause-and-effect chart.



COPY READY

 Tell a partner facts you learned about the wind in "I Face the Wind." Use your cause-and-effect chart.

Name _____

Date _____

Phonics

Words with ie, igh

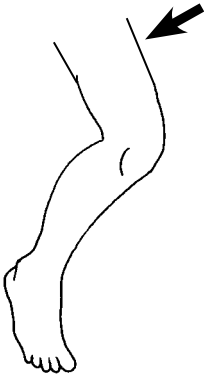
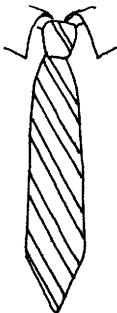
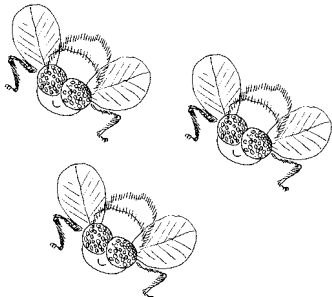
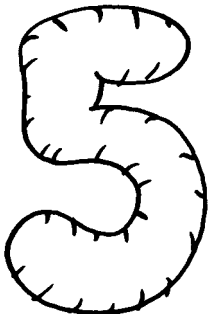

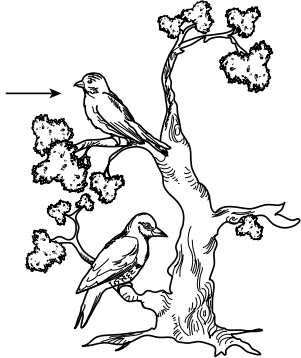


pie



light

Circle the word that names the picture.

<p>1.</p>  <p>this thigh three</p>	<p>2.</p>  <p>tie tea tight</p>
<p>3.</p>  <p>flip flows flies</p>	<p>4.</p>  <p>five fight fit</p>
<p>5.</p>  <p>nine night note</p>	<p>6.</p>  <p>hide hit high</p>

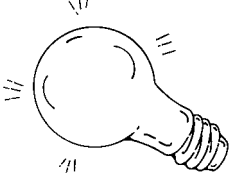
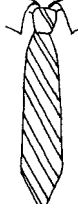
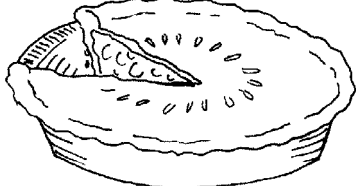
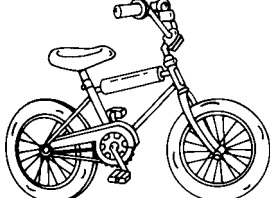
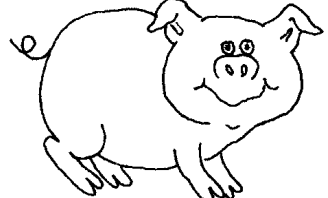
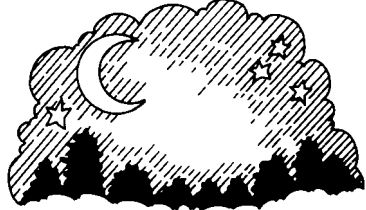
Read It Together

We need light to see the pie at night.

Phonics

Words with ie, igh

Complete each word so it names the picture.

<p>1.</p>  <p>light</p>	<p>2.</p>  <p>t</p>
<p>3.</p>  <p>p</p>	<p>4.</p>  <p>b k</p>
<p>5.</p>  <p>p g</p>	<p>6.</p>  <p>n t</p>

Read It Together

I tie a flashlight to my bike.

Name _____

Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

above above above

again again again

away away away

change change

seven seven seven

sometimes sometimes

COPY READY

Word Cards: *ie, igh*



flies



pie



night



flight

dried

pries

right

cries

sight

lie

bright

lies

ties

might

fight

die

high

tonight

sigh

tight

tried

knight

lightning

tied

midnight

cried

tries

spies

COPY READY

High Frequency Word Cards

COPY READY

animal

above

color

again

group

away

might

change

most

seven

move

sometimes

Two-Column Chart

Character's Actions

Read Gluscabi's actions. Write the reason for his actions in the chart.

Gluscabi's Actions	Reasons
<i>Gluscabi went to see Wind Eagle.</i>	<i>There was too much wind. Gluscabi couldn't fish.</i>
<i>Gluscabi put Wind Eagle in a hole.</i>	
<i>Gluscabi went to see Wind Eagle again.</i>	
<i>Gluscabi took Wind Eagle out of the hole.</i>	

COPY READY

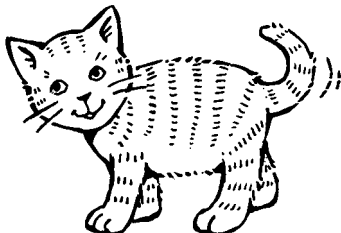
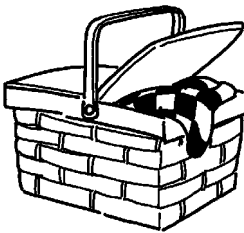

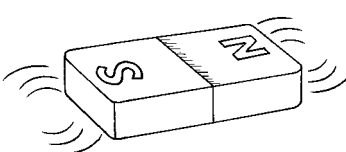

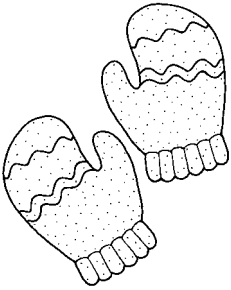
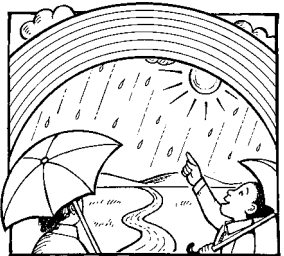
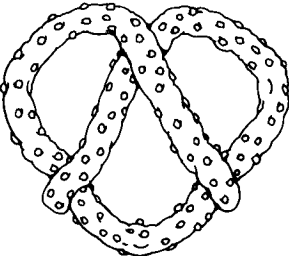
 **Choose one of Gluscabi's actions. With a partner, share Gluscabi's reason.**

Phonics

Syllables

Draw a line between syllables. Circle the word that names the picture.

COPY READY

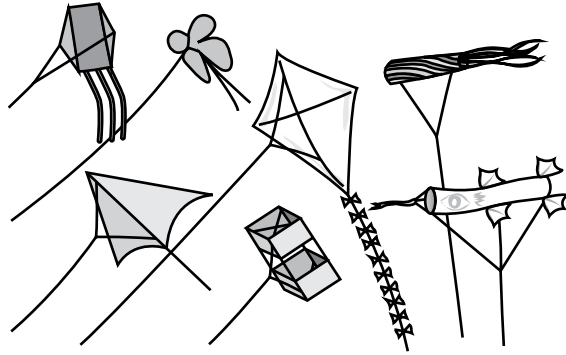
<p>1.</p>  <p>kitten kidnap</p>	<p>2.</p>  <p>button basket</p>
<p>3.</p>  <p>cutting cupcake</p>	<p>4.</p>  <p>mailbox magnet</p>
<p>5.</p>  <p>pencil pigtail</p>	<p>6.</p>  <p>mittens mealtime</p>
<p>7.</p>  <p>rainbow rowboat</p>	<p>8.</p>  <p>picnic pretzel</p>

Read It Together

I have cupcakes in my basket.

High in the Sky

Write a word from the box to complete each sentence.



High Frequency Words
above
again
away
change
seven
sometimes

COPY READY

1. Sometimes these fly _____ me in the sky.

2. I look up and see _____ of them.

3. They _____ the way they go.

4. They fly one way and then come back _____ .

5. They have strings so they can't fly _____ .

What are they?

Grammar: Questions

Build a Question

The first partner puts a marker on a word in each box. The second partner uses the words in a question. The first partner answers the question. Play until each pair has asked and answered four questions.

COPY READY

Box 1			
what	who	where	when
what	who	where	when
what	who	where	when

Box 2			
cloud	coat	mittens	hat
moon	leaves	cricket	swimming pool
bathing suit	eyes	basket	berry

Box 3			
seeds	rain	wind	hair
snow	leaves	birthday	finger
summer	spring	fall	winter

Phonics

Syllables



Draw a line between the syllables. Circle the word that completes each sentence and write it on the line.

pillow **chipmunk**

.....

1. A _____ is a little animal.

reptile **invite**

.....

2. It is not a _____ like a snake.

mammal **traffic**

.....

3. It is a _____ like a dog or a cat.

cannot **tunnel**

.....

4. It can dig a _____ to live in.

inside **bedtime**

.....

5. It stays _____ its home when it is cold out.

Grammar & Writing

Ask Questions

Write words from the box to complete the sentences in the story.

When	What	Who	Where
------	------	-----	-------

Carrie was watching the TV news with her dad. The weather report came on. The weatherman pointed to a

_____ map. " Where is it raining today?" Carrie asked.

"It's raining west of here," answered her dad.

" _____ are you worried about?"

She was worried about their picnic on Saturday.

_____ will it rain here?" asked Carrie.

Just then weatherman pointed to a shining sun on the

_____ map. " _____ does a shining sun mean?"

Carrie asked her dad.

"It means the weather will be sunny," her dad said. "

Grammar: Sentence Types

Use Different Sentence Types

Grammar Rules **Plural Nouns**

1. A statement tells something.
2. A question asks something.
3. An exclamation shows strong feeling.
4. A command tells someone to do something.

You can play outside in the park today. Work with a partner to write about it.

1. Write a statement that tells what you can do in the park.

I can ride my bike.

2. Write a question about the park.

3. Write to show how you feel about playing in the park.

4. Tell your friend to bring something to the park.

COPY READY

Phonics

oo, ou, ew



spoon

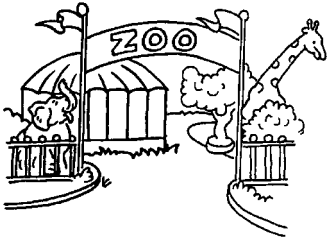




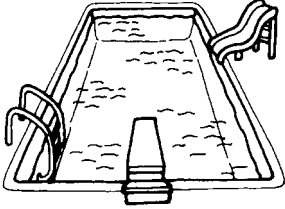

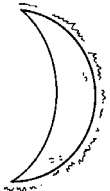


soup



chew

Circle the word that names the picture.

<p>1.</p>  <p>zee zone <u>zoo</u></p>	<p>2.</p>  <p>nose news nice</p>
<p>3.</p>  <p>boot boat bait</p>	<p>4.</p>  <p>throw threw three</p>
<p>5.</p>  <p>group grape grew</p>	<p>6.</p>  <p>pail pool peel</p>
<p>7.</p>  <p>boo blew bee</p>	<p>8.</p>  <p>mule main moon</p>

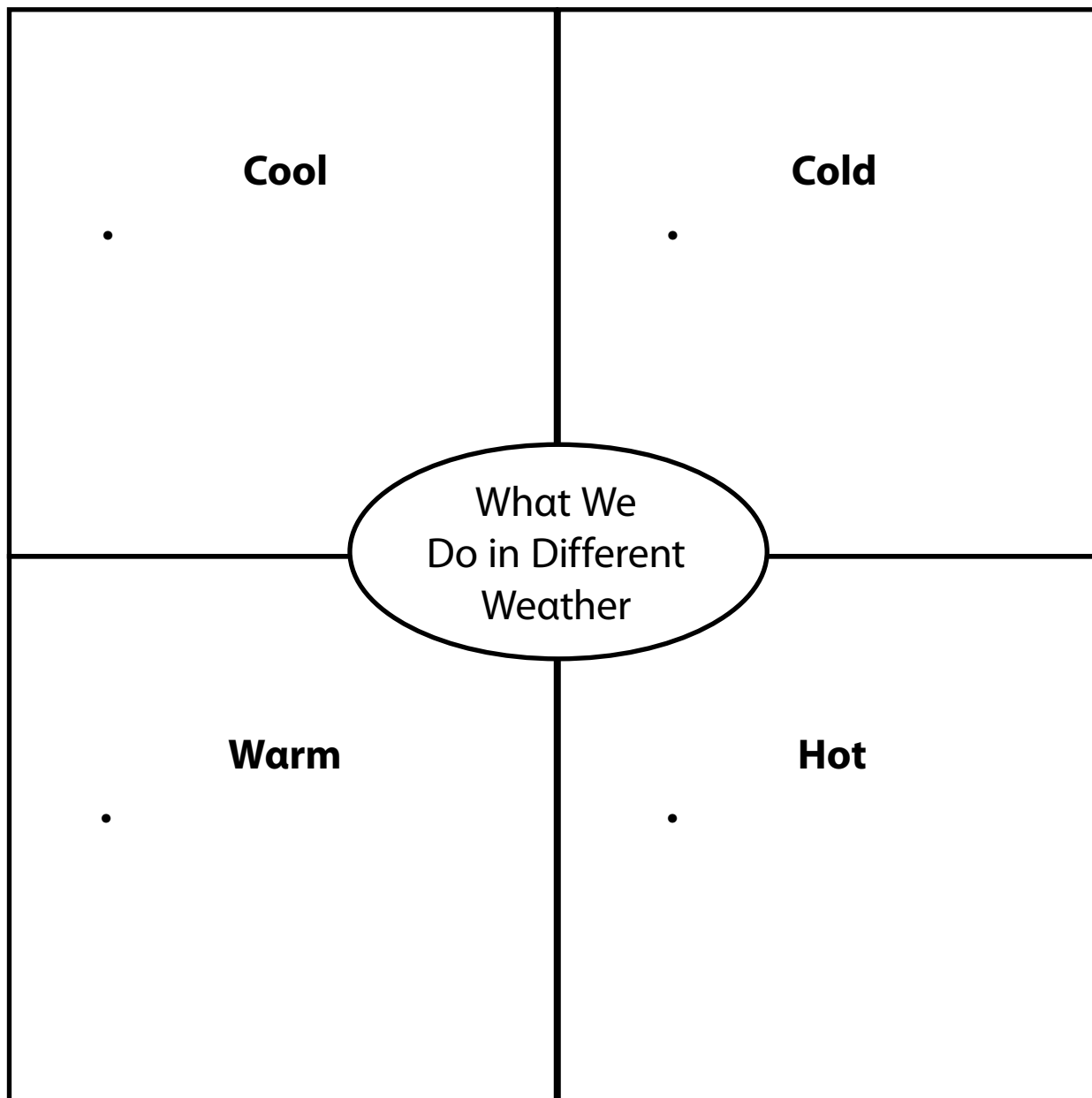
Read It Together

I blew on the soup to cool it.

Classification Chart

Classify Details

Classify activities people do in different kinds of weather.



COPY READY

Name _____

Date _____

Grammar: Expand Sentences

Build Sentences

COPY READY

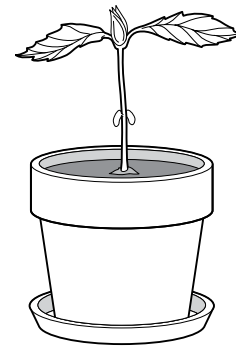
like	eat	wear	talk
ask	read	saw	run
play	drink	walk	fly
my brother	my sister	my friend	my uncle
my dad and I	her dog	his friend	I
basketball	my parrot	in the rain	shiny red boots
sandwiches	lemonade	yellow	on Saturday
at school	with Mom	on the porch	in the car
when it snows	up in the air	at the park	while I wait
older	little	tall	hairy

Name _____ Date _____

Phonics

Words with oo, ou, ew

Read and trace each word. Write the word that completes each sentence.



roots group grew shoot

1. A little _____ is growing in my plant pot.

2. It _____ from a seed that I planted.

3. It has _____ at the bottom.

4. Do you see this _____ of buds on it?

5. Soon the _____ will grow into a big plant.

COPY READY

Name _____

Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

been been been

down down down

hard hard hard

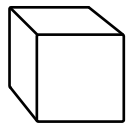
now now now

number number number

push push push

COPY READY

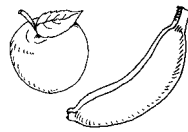
Word Cards: *oo, ou, ew, ue, ui, u_e*



cube



moon



fruit



soup

flute

blue

spoon

cool

root

rule

group

cue

coupon

chew

threw

blew

true

clue

news

boot

few

due

flew

youth

prune

suit

mule

cruise

COPY READY

High Frequency Word Cards

COPY READY

funny

been

hurt

down

light

hard

mean

now

sea

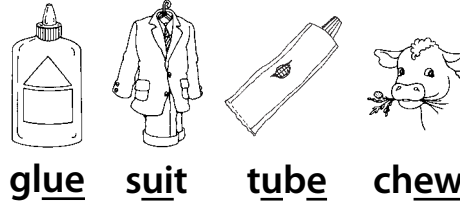
number

sound

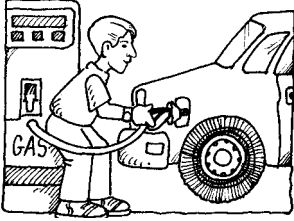

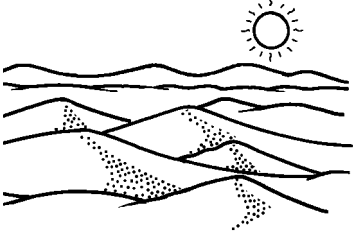
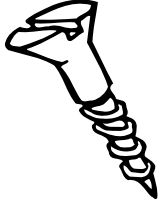


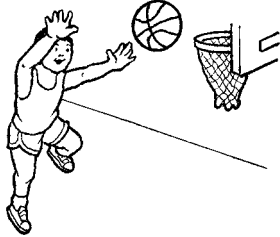
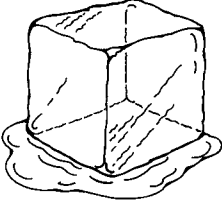
push

Phonics

ue, ui, u e, ew



Circle the word that names the picture.

<p>1.  fuel few fold</p>	<p>2.  few fruit fry</p>
<p>3.  due duck dunes</p>	<p>4.  screw Sue scrap</p>
<p>5.  float flute flew</p>	<p>6.  stew sniff snowsuit</p>
<p>7.  truth threw throat</p>	<p>8.  cube clue cue</p>

Read It Together

Sue and Luke eat stew and fruit for lunch.

High Frequency Words

Swing Time

Write a word from the box to complete each sentence.



High Frequency
Words

been

down

hard

now

number

push

1. I have _____ pushing Josh on the swing.

2. My push is soft, and then it is _____ .

3. Josh swings up and then back _____ .

4. We say a _____ for every push.

5. We are up to sixteen _____ !

Phonics

Words with ue, ui, u_e, ew

Read and trace each word. Write the word that completes each sentence.

few clues tube suit

1. Where is Ruth? I'll give you some _____ .

2. Ruth has her _____ on so she can swim.

3. She floats in a big _____ .

4. She sees a _____ fish swim below.

5. What other _____ can you give for a lake?

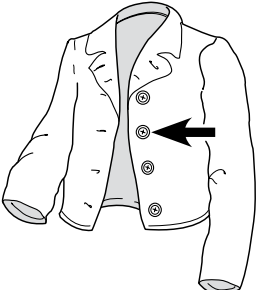
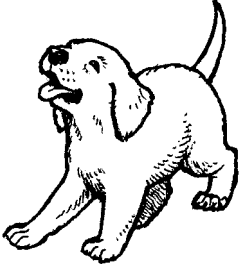
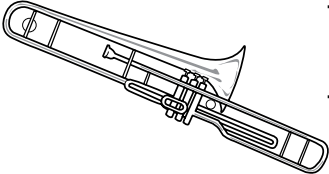

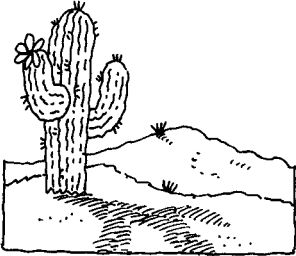

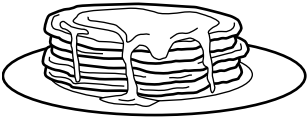


Phonics

Syllables

Draw a line between syllables. Circle the word that names the picture.

COPY READY

<p>1.</p> <p style="font-size: 48pt; text-align: center;">15</p> <p>flagpole feedback fifteen</p>	<p>2.</p>  <p>broken button beanbag</p>
<p>3.</p>  <p>penny puppet puppy</p>	<p>4.</p>  <p>trombone tennis traffic</p>
<p>5.</p>  <p>rainbow raccoon rabbit</p>	<p>6.</p>  <p>cactus cupcake cannot</p>
<p>7.</p>  <p>poncho pillow public</p>	<p>8.</p>  <p>picnics pinecones pancakes</p>

Read It Together

Would you eat fifteen pancakes?

Grammar & Writing

Expand Sentences

Read the letter. Choose words from the box for each sentence.

early	a lot of	around campfires
never	always	because you will get hungry

Here is some advice for your camping trip.

1. Always be prepared for bad weather.

2. Be careful _____.

3. Go to bed _____. Then you will get enough rest.

4. Take snacks _____.

5. _____ take silly chances.

Have _____ fun!

Love, Grandpa

COPY READY

Vocabulary

Rivet

1. Write the first letter of each word.
2. Try to guess the word.
3. Fill in the other letters of the word.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

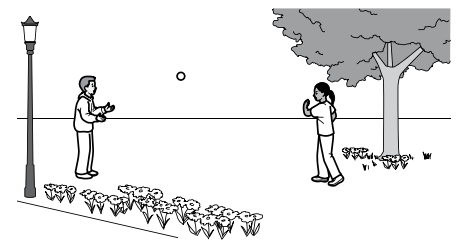
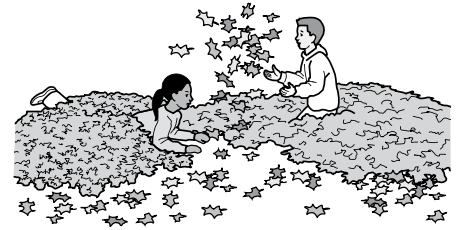
8. _____

9. _____

10. _____

11. _____

12. _____

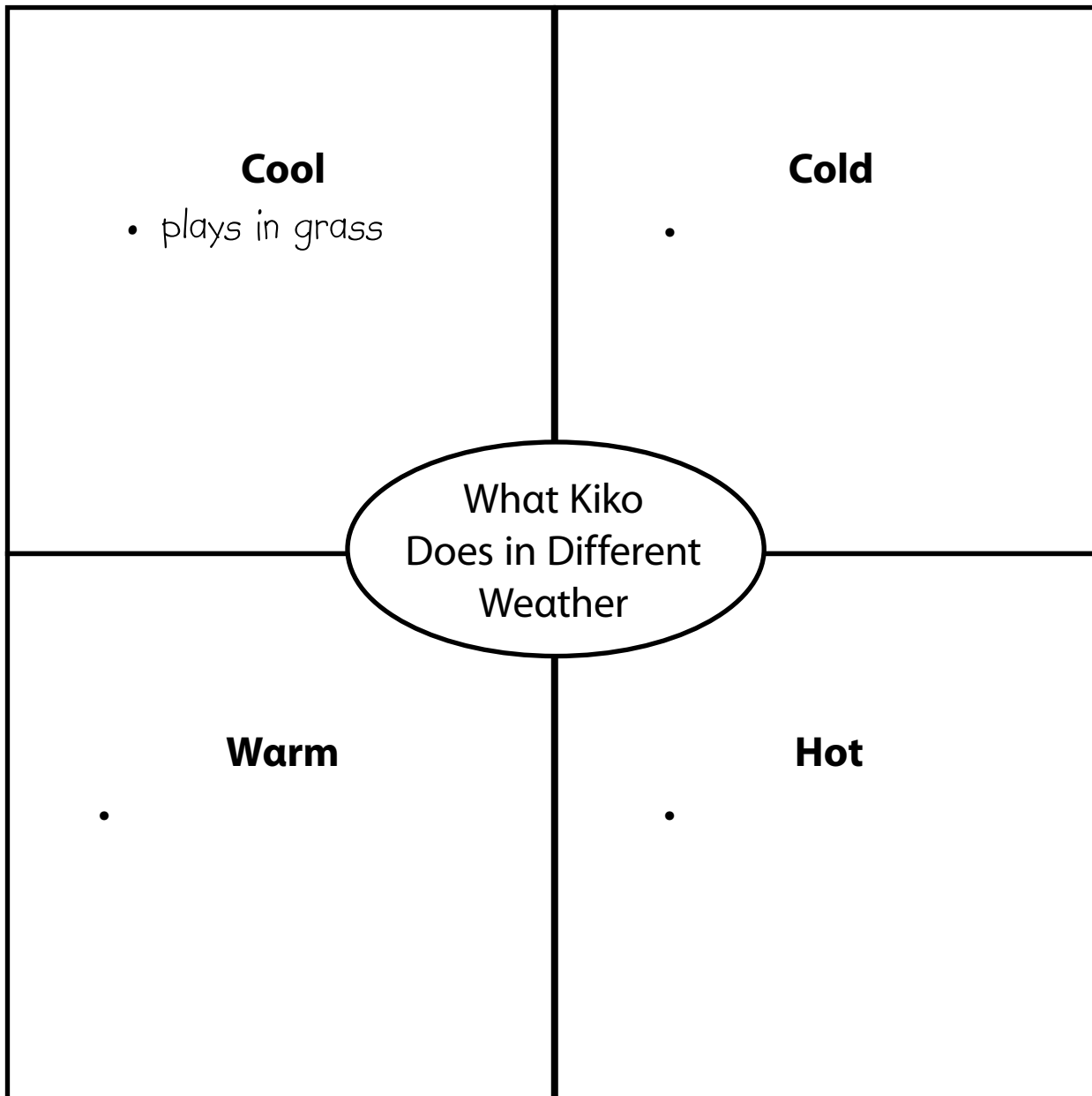


Take turns with a partner. Choose a word. Say it in a sentence.


Classification Chart

A Year for Kiko

Add details to the classification chart about things Kiko does in different weather.



COPY READY

 Retell "A Year for Kiko" to a partner. Use your chart and illustrations in the story.

Phonics

au, aw, -alk



auto

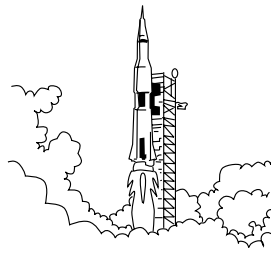
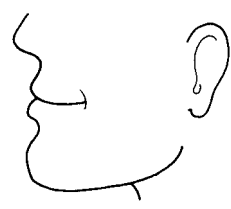
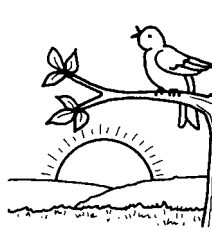

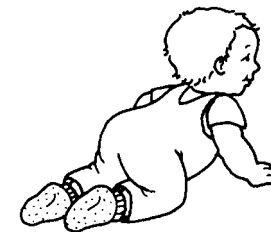





yawn



talk

Circle the word that names the picture.

<p>1.</p>  <p>launch lunch laws</p>	<p>2.</p>  <p>jam jay jaw</p>
<p>3.</p>  <p>dune dawn draw</p>	<p>4.</p>  <p>wake whack walk</p>
<p>5.</p>  <p>crawl cause crack</p>	<p>6.</p>  <p>fault fawn fast</p>
<p>7.</p>  <p>laundry lawn landing</p>	<p>8.</p>  <p>saws sauce sandbox</p>

Read It Together

Would you eat fifteen pancakes?

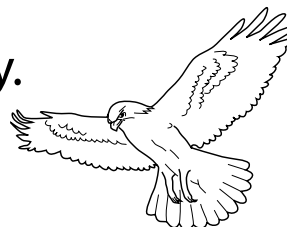
Phonics

Words with au, aw, -alk

Read and trace each word. Write the word that completes each sentence.

claws hawk haul stalk

1. A _____ flies high in the sky.



2. Does it _____ animals while it flies?

3. Now the _____ swoops down.

4. It grabs a small animal in its _____.

5. Then it will _____ its food away.

Name _____

Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

children children

her her her

house house house

school school school

thought thought thought

word word word

COPY READY

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PM6.42

Unit 6 | Up in the Air

Word Cards: *au, aw, -alk*



talk



auto



claw



draw

awful

fawn

walk

awed

stalks

thaw

lawn

prawn

balk

haul

because

haunt

pause

August

hawk

cause

straw

awesome

sauce

law

saw

caulk

author

Saul

COPY READY

High Frequency Word Cards

COPY READY

few

children

food

her

head

house

hold

school

into

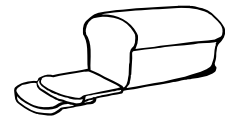
thought

once

word

Phonics



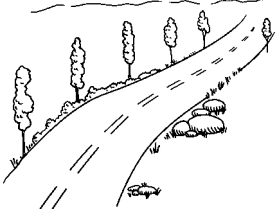
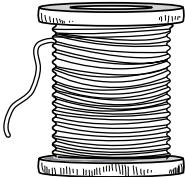
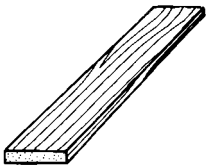

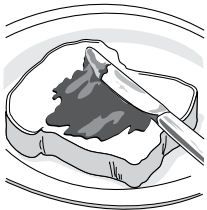

Words with oo, ea



book

bread

Circle the word that names the picture.

<p>1.</p>  <p>fight fit foot</p>	<p>2.</p>  <p>head hood hide</p>
<p>3.</p>  <p>read road roof</p>	<p>4.</p>  <p>throw thread three</p>
<p>5.</p>  <p>wood weed wind</p>	<p>6.</p>  <p>heal hike hook</p>
<p>7.</p>  <p>spool spread spray</p>	<p>8.</p>  <p>cook cake crack</p>

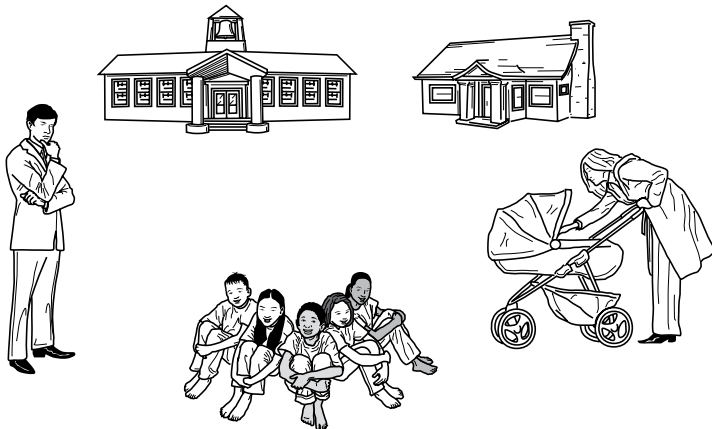
Read It Together

The cook spreads jelly on the bread.

High Frequency Words

I'm Thinking of a Word!

Write a word from the box to complete each sentence.



High Frequency Words
children
her
house
school
thought
word

1. This word means "did think." It is _____ .

2. This names a kind of home. It is _____ .

3. This word means "kids." It is _____ .

4. You use this for a mom. It is _____ .

5. This word is _____ . You go there to read and to do math.

COPY READY

Grammar: Questions

Asking Compound Questions

Choose two question words from Box 1 for your partner. Your partner will then choose two words from Box 2 and ask a compound question using all four words. Combine sentences using *and*, *but*, or *or*. Cross out each word in Box 2 as you use it. Reuse the words in Box 1.


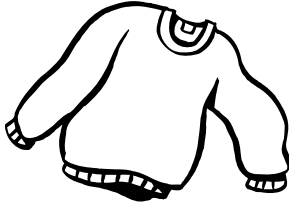

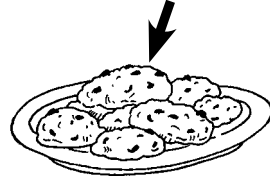
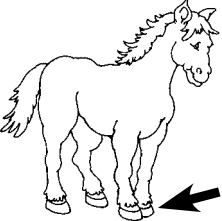
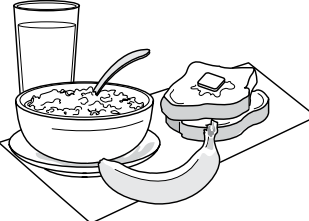
COPY READY

Box 1	Box 2				
how	live	friend	pet	cat	dog
	like	snow	rain	wind	here
why	there	ever	mom	dad	brother
	sister	sad	happy	fast	slow
who	ice	fall	hurt	late	early
	dinner	lunch	home	school	room
when	class	read	watch	go	come
	water	apple	bread	walk	run
where	play	game	write	book	TV
	movie	winter	fall	summer	spring
what	chair	bed	draw	paint	door
	window	out	in	to	from
	with	for	on	always	never
	sometimes		often		

Phonics

Words with oo, ea

Complete each word so it names the picture.

<p>1. </p> <p>_____ hood _____</p>	<p>2. </p> <p>_____ sweater _____</p>
<p>3. </p> <p>_____ feather _____</p>	<p>4. </p> <p>_____ cookie _____</p>
<p>5. </p> <p>_____ horse _____</p>	<p>6. </p> <p>_____ breakfast _____</p>

COPY READY

Read It Together


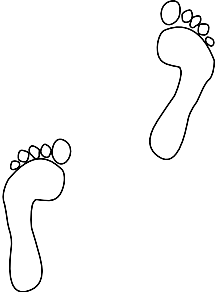

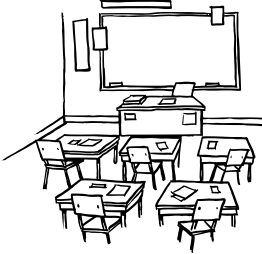
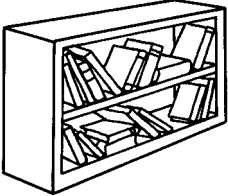
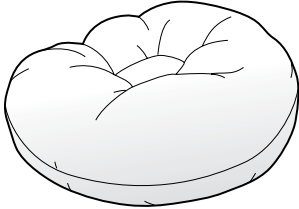
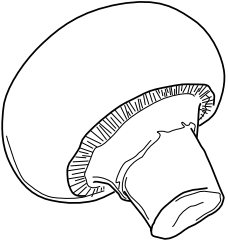
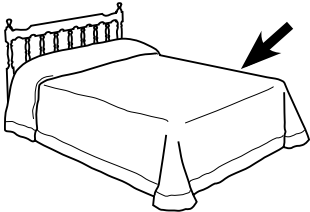
Do you eat bread at breakfast?

Phonics

Syllables

Draw a line between the syllables. Circle the word that names each picture.

COPY READY

<p>1.</p>  <p>notebook nineteen noontime</p>	<p>2.</p>  <p>footrest footpath footprint</p>
<p>3.</p>  <p>houseboat headlight headband</p>	<p>4.</p>  <p>classroom clambake clubhouse</p>
<p>5.</p>  <p>bookcase bedroom beanstalk</p>	<p>6.</p>  <p>bookshop beanbag beehive</p>
<p>7.</p>  <p>mushroom mealtime mailbox</p>	<p>8.</p>  <p>beanpole bedspread breakfast</p>

Read It Together

Do you see bookcases in a classroom?

Grammar & Writing

Using Questions

Choose a word from the box to correctly complete each sentence.

how	why	when	where	who	what
-----	-----	------	-------	-----	------

TV Reporter: _____ Why _____ are you here today?

Dr. Danger: I am here because your town has storms.

TV Reporter: _____ did you know our

town has storms? _____ did you get here?

Dr. Danger: I saw storms on the Internet. I came today.

TV Reporter: _____ is on your team?

Dr. Danger: We have scientists and researchers.

TV Reporter: _____ will you go next?

_____ do you hope to find there?

Dr. Danger: I will go to Mexico to find storms.

COPY READY

Grammar: Ask Questions

Question Words


Grammar Rules Ask Questions

Question Words	Information
Who	person
Where	place
What	thing or action
Why	reason
When	time
How	way something is done

COPY READY

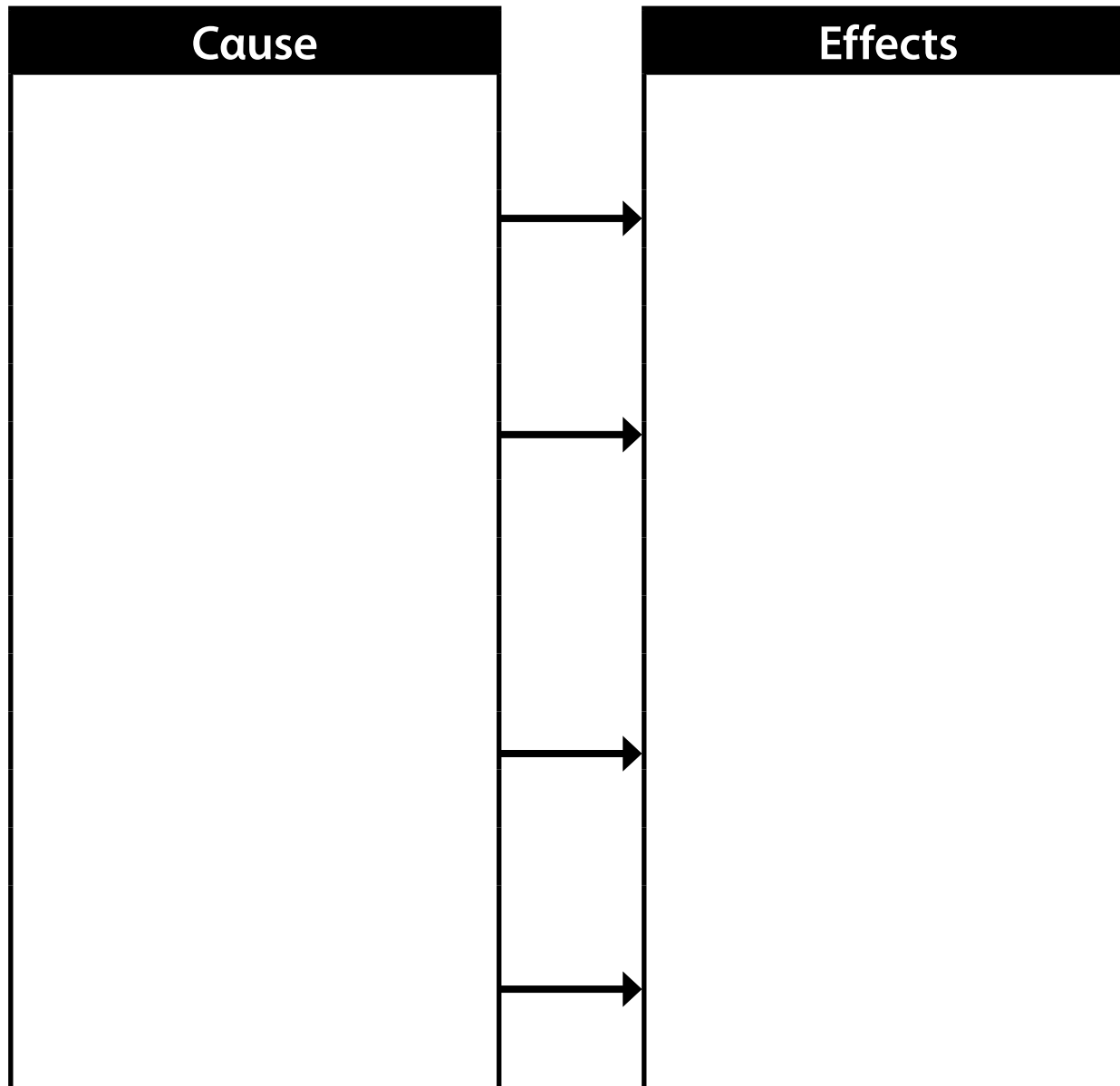
Circle the question word. Then write the type of information it gives. Choose from words in the Information column above.

1. When are we going ice skating? time
2. Where is the park? _____
3. What should I bring? _____
4. Who is going? _____

 Write a new question about the park. Use a question word. Have a partner say the type of information it gives.

Prewrite: Cause-and-Effects Chart

Weather Cause-and-Effects Chart






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Ideas Checklist

- ✓ Does the paragraph tell why something happens?
- ✓ Does the paragraph have interesting ideas?
- ✓ Did the writer give details?
- ✓ Do the details help readers picture the weather?






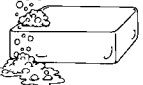


Name _____ Date _____

Phonics

oa, ow, -old   

boat bow gold

Circle the word that names the picture.

1.  goat gate got	2.  box bowl bell
3.  cat coat cake	4.  cold cave cot
5.  rod rain road	6.  sail soap sock
7.  toad tow told	8.  row rope road

Read It Together Does a coat or a bow help if it is cold?

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Name _____ Date _____

Cause-and-Effect Chart

Find Cause and Effect


Explain what happens when it rains all day. Write the effects in the cause-and-effect chart.

Cause Rain falls all day.	Effect Possible response: We have to play inside.
	Effect Possible response: We use umbrellas.
	Effect Possible response: It is wet outside.

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Name _____ Date _____

Phonics

Words with oa, ow, -old 

Circle the word that completes the sentence and write it.

1. Do you see the big, black crow ?
crow sold

2. It sits in the old oak tree.
toad old

3. I have some toast for it to eat.
toast scold

4. I throw the food.
throw foam

5. It dives and grabs the food from the road .
slow road

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Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

air air air

boy boy boy

different different

different

hurry hurry hurry





soon soon soon

turn turn turn

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Spelling & Word Work

Word Cards: oa, ow, -old

 coat	 road	 throw	 cold
boat	crow	throat	bowl
old	soap	toad	told
goat	low	bold	row
moat	oak	toast	scold
foam	tow	slow	hold
sold	throw	fold	gold

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PM6.5 Unit 6 | Up in the Air

Spelling & Word Work

High Frequency Word Cards

eyes	air
far	boy
small	different
three	hurry
through	soon
under	turn

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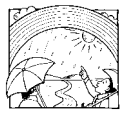


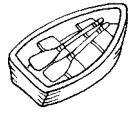




PM6.6 Unit 6 | Up in the Air

Name _____ Date _____

Phonics

Compound Words

Circle the word that names the picture.

1.  raindrop railroad rainbow	2.  snowing snowman seashell
3.  watchdog windmill weekday	4.  raindrop rowboat roadway
5.  cleanup catfish cupcake	6.  sunscreen stingray snapshot
7.  pancake pinecone pathway	8.  peanut pinwheel paintbrush

Read It Together Have you seen pinecones or stingrays?

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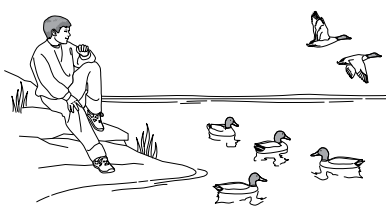
PM6.7 Unit 6 | Up in the Air

Name _____ Date _____

High Frequency Words

Flying Home

Write a word from the box to complete each sentence.



High Frequency Words

air

boy

different

hurry

soon

turn

- A boy watches six ducks.
- How are two ducks different?
- They turn to face east.
- Then they fly through the air.
- They hurry so they will reach their nests soon!

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PM6.8 Unit 6 | Up in the Air

Grammar: Compound Sentences

Use Compound Sentences







Play with a partner. The first player circles one word in Box 1 and one word in Box 3. The second player says a compound sentence with the words and uses *and*, *but*, or *or* from Box 2. Play until each player says six sentences.

Box 1	Box 2	Box 3
boy	and	mother
rain	but	wind
cold	or	slow
small	and	tall
light	but	cat
trees	or	houses
duck		fly
girl		father
snow		hot
fast		big
short		dark
dog		bird
ponds		school
bug		eat

Phonics

Compound Words

Draw a line from the first word to a second word to name the picture. Write the new word.

<p>1. </p> <p>sail fish boat boat</p> <p><u>sailboat</u></p>	<p>2. </p> <p>mail box man man</p> <p><u>mailman</u></p>	<p>3. </p> <p>rain coat drop drop</p> <p><u>raincoat</u></p>
<p>3. </p> <p>snow bank flake flake</p> <p><u>snowflake</u></p>	<p>5. </p> <p>sea gull coast coast</p> <p><u>seagull</u></p>	<p>6. </p> <p>back pack seat seat</p> <p><u>backpack</u></p>

Read It Together

I see seagulls at the seacoast.

Grammar & Writing

Write *and*, *but*, or *or*

Read the story. Write a word from the box in each sentence to complete the story.

and	but	or
-----	-----	----

There's a storm coming, and I think it might be a big one. We have had some little storms,

but nothing as big as this one. We will

have to close our windows, or the rain will get in the house. When I was little I was afraid of

storms, but I am not afraid now. The

thunder is very loud, and the big boom scares our dog.

Vocabulary

Picture It

- Form pairs. Choose a pair to be the artists and a pair to be the guessers.
- The artists secretly select a Key Word.
- The artists draw a picture to show the word's meaning.
- The guessers guess what Key Word the picture shows.
- Switch roles.

weather	storm	blow	feel	soft
wind	fast	strong	outside	power

1.	2.
3.	4.

Keeping Score

If the guessers answer correctly, they get 1 point. The first pair to get 3 points wins!

Name _____ Date _____

Cause-and-Effect Chart

I Face the Wind

Explain the effects of the wind in the story. Use the cause-and-effect chart.

Cause	Effect
The wind blows.	A flag flutters.
	The leaves on the trees shake.
	An umbrella turns inside out.
	A kite stays up.

Read It Together Tell a partner facts you learned about the wind in "I Face the Wind." Use your cause-and-effect chart.

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Name _____ Date _____

Phonics

Words with ie, igh



Circle the word that names the picture.

1. this thigh three	2. tie tea tight
3. flip flows flies	4. five fight fit
5. nine night note	6. hide hit high

Read It Together We need light to see the pie at night.

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Name _____ Date _____

Phonics

Words with ie, igh

Complete each word so it names the picture.

1. light	2. tie
3. pie	4. bike
5. pig	6. night

Read It Together I tie a flashlight to my bike.

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Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

above above above

again again again

away away away





change change

seven seven seven

sometimes sometimes

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Word Cards: ie, igh

 flies	 pie	 night	 flight
dried	pries	right	cries
sight	lie	bright	lies
ties	might	fight	die
high	tonight	sigh	tight
tried	knight	lightning	tied
midnight	cried	tries	spies

High Frequency Word Cards

animal	above
color	again
group	away
might	change
most	seven
move	sometimes

Character's Actions

Read Gluscabi's actions. Write the reason for his actions in the chart.




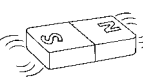


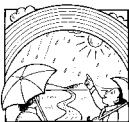
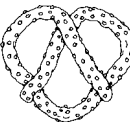
Gluscabi's Actions	Reasons
Gluscabi went to see Wind Eagle.	There was too much wind. Gluscabi couldn't fish.
Gluscabi put Wind Eagle in a hole.	Gluscabi wanted the wind to stop.
Gluscabi went to see Wind Eagle again.	There was no wind. Everyone was hot. The fish were dying.
Gluscabi took Wind Eagle out of the hole.	Wind Eagle promised to make gentle winds.

Choose one of Gluscabi's actions. With a partner, share Gluscabi's reason.

Name _____ Date _____

Syllables

Draw a line between syllables. Circle the word that names the picture.

1.  kitten kidnap	2.  button basket
3.  cutting cupcake	4.  mailbox magnet
5.  pencil pigtail	6.  mittens mealtime
7.  rainbow rowboat	8.  picnic pretzel

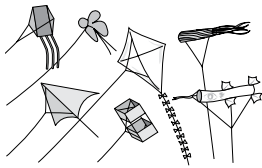
Read It Together I have cupcakes in my basket.

Name _____ Date _____

High Frequency Words

High in the Sky

Write a word from the box to complete each sentence.



High Frequency Words
above
again
away
change
seven
sometimes

- Sometimes these fly above me in the sky.
- I look up and see seven of them.
- They change the way they go.
- They fly one way and then come back again.
- They have strings so they can't fly away. What are they?

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Name _____ Date _____

Grammar: Questions

Build a Question

The first partner puts a marker on a word in each box. The second partner uses the words in a question. The first partner answers the question. Play until each pair has asked and answered four questions.

Box 1			
what	who	where	when
what	who	where	when
what	who	where	when

Box 2			
cloud	coat	mittens	hat
moon	leaves	cricket	swimming pool
bathing suit	eyes	basket	berry

Box 3			
seeds	rain	wind	hair
snow	leaves	birthday	finger
summer	spring	fall	winter

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Name _____ Date _____

Phonics

Syllables

Draw a line between the syllables. Circle the word that completes each sentence and write it on the line.



- A chipmunk is a little animal.
- It is not a reptile like a snake.
- It is a mammal like a dog or a cat.
- It can dig a tunnel to live in.
- It stays inside its home when it is cold out.

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Name _____ Date _____

Grammar & Writing

Ask Questions

Write words from the box to complete the sentences in the story.

When	What	Who	Where
------	------	-----	-------

Carrie was watching the TV news with her dad. The weather report came on. The weatherman pointed to a map. " Where is it raining today?" Carrie asked.

"It's raining west of here," answered her dad.

" What are you worried about?"

She was worried about their picnic on Saturday.

" When will it rain here?" asked Carrie.

Just then weatherman pointed to a shining sun on the map. " What does a shining sun mean?" Carrie asked her dad.

"It means the weather will be sunny," her dad said. "

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Name _____ Date _____

Grammar: Sentence Types

Use Different Sentence Types

Grammar Rules Plural Nouns

1. A statement tells something.
2. A question asks something.
3. An exclamation shows strong feeling.
4. A command tells someone to do something.

You can play outside in the park today. Work with a partner to write about it.

1. Write a statement that tells what you can do in the park.

I can ride my bike.

2. Write a question about the park.

Possible response: Where is the park?

3. Write to show how you feel about playing in the park.

Possible response: I love playing in the park!

4. Tell your friend to bring something to the park.

Possible response: Bring a ball.

Name _____ Date _____

Phonics

oo, ou, ew



Circle the word that names the picture.

1. zee zone zoo	2. nose news nice
3. boot boat bait	4. throw threw three
5. group grape grew	6. pail pool peel
7. boo blew bee	8. mule main moon

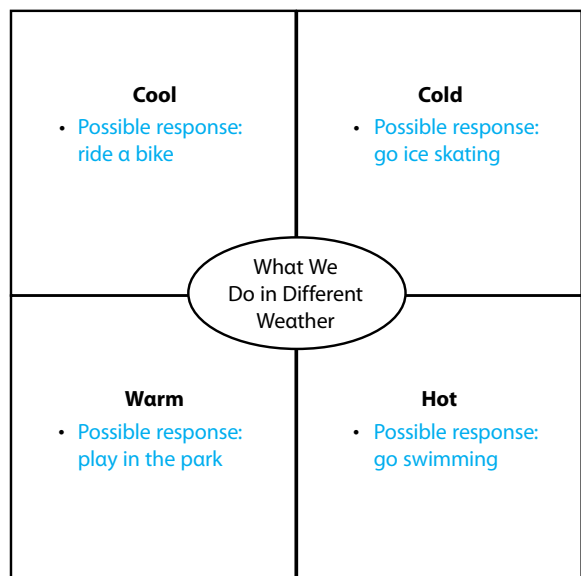
Read It Together I blew on the soup to cool it.

Name _____ Date _____

Classification Chart

Classify Details

Classify activities people do in different kinds of weather.



Name _____ Date _____

Grammar: Expand Sentences

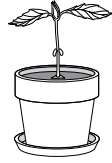
Build Sentences

like	eat	wear	talk
ask	read	saw	run
play	drink	walk	fly
my brother	my sister	my friend	my uncle
my dad and I	her dog	his friend	I
basketball	my parrot	in the rain	shiny red boots
sandwiches	lemonade	yellow	on Saturday
at school	with Mom	on the porch	in the car
when it snows	up in the air	at the park	while I wait
older	little	tall	hairy

Phonics

Words with oo, ou, ew

Read and trace each word. Write the word that completes each sentence.



roots group grew shoot

1. A little shoot is growing in my plant pot.
2. It grew from a seed that I planted.
3. It has roots at the bottom.
4. Do you see this group of buds on it?
5. Soon the shoot will grow into a big plant.

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PM6.29

Unit 6 | Up in the Air

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

been been been

down down down

hard hard hard

now now now

number number number

push push push

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PM6.30

Unit 6 | Up in the Air

Spelling & Word Work

Word Cards: oo, ou, ew, ue, ui, u_e



cube



moon



fruit



soup

flute

blue

spoon

cool

root

rule

group

cue

coupon

chew

threw

blew

true

clue

news

boot

few

due

flew

youth

prune

suit

mule

cruise

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PM6.31

Unit 6 | Up in the Air

Spelling & Word Work

High Frequency Word Cards

funny

been

hurt

down

light

hard

mean

now

sea

number

sound

push

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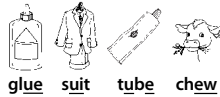
PM6.32

Unit 6 | Up in the Air

Name _____ Date _____

Phonics

ue, ui, u e, ew



Circle the word that names the picture.

1. fuel few fold	2. few fruit fry
3. due duck dunes	4. screw Sue scrap
5. float flute flew	6. stew sniff snowsuit
7. truth threw throat	8. cube clue cue

Read It Together Sue and Luke eat stew and fruit for lunch.

Name _____ Date _____

High Frequency Words

Swing Time

Write a word from the box to complete each sentence.



High Frequency Words
been
down
hard
now
number
push

- I have been pushing Josh on the swing.
- My push is soft, and then it is hard.
- Josh swings up and then back down.
- We say a number for every push.
- We are up to sixteen now!

Name _____ Date _____

Phonics

Words with ue, ui, u e, ew

Read and trace each word. Write the word that completes each sentence.

few clues tube suit

- Where is Ruth? I'll give you some clues.
- Ruth has her suit on so she can swim.
- She floats in a big tube.
- She sees a few fish swim below.
- What other clues can you give for a lake?



Name _____ Date _____

Phonics

Syllables

Draw a line between syllables. Circle the word that names the picture.

1. 15 flagpole feedback fifteen	2. broken button beanbag
3. penny puppet puppy	4. trombone tennis traffic
5. rainbow raccoon rabbit	6. cactus cupcake canhot
7. poncho pillow public	8. picnics pinecones pancakes

Read It Together Would you eat fifteen pancakes?

Name _____ Date _____

Grammar & Writing

Expand Sentences

Read the letter. Choose words from the box for each sentence.

early	a lot of	around campfires
never	always	because you will get hungry

Here is some advice for your camping trip.

1. Always be prepared for bad weather.
2. Be careful around campfires.
3. Go to bed early. Then you will get enough rest.
4. Take snacks because you will get hungry.
5. Never take silly chances.

Have a lot of fun!

Love, Grandpa

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PM6.37



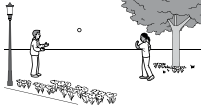

Unit 6 | Up in the Air

Name _____ Date _____

Vocabulary

Rivet

1. Write the first letter of each word.
2. Try to guess the word.
3. Fill in the other letters of the word.

1. w a r m 
2. c o l d
3. h o t
4. t e m p e r a t u r e
5. s n o w y 
6. c l o u d y
7. c a l e n d a r
8. c o o l
9. r a i n y 
10. s u n n y
11. m o n t h
12. y e a r 

Take turns with a partner. Choose a word. Say it in a sentence.

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PM6.38

Unit 6 | Up in the Air

Name _____ Date _____

Classification Chart

A Year for Kiko

Add details to the classification chart about things Kiko does in different weather.

<p>Cool</p> <ul style="list-style-type: none"> • plays in grass 	<p>Cold</p> <ul style="list-style-type: none"> • <u>plays in snow</u>
<p>What Kiko Does in Different Weather</p>	
<p>Warm</p> <ul style="list-style-type: none"> • <u>plants a seed</u> 	<p>Hot</p> <ul style="list-style-type: none"> • <u>sits in pool</u>

Retell "A Year for Kiko" to a partner. Use your chart and illustrations in the story.

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PM6.39

Unit 6 | Up in the Air




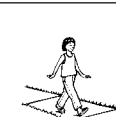

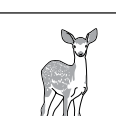


Name _____ Date _____

Phonics

au, aw, -alk



Circle the word that names the picture.

1.  launch lunch laws	2.  jam jay <u>jaw</u>
3.  dune <u>dawn</u> draw	4.  wake whack <u>walk</u>
5.  <u>crawl</u> cause crack	6.  fault <u>fawn</u> fast
7.  <u>laundry</u> lawn landing	8.  saws <u>sauce</u> sandbox

Read It Together

Would you eat fifteen pancakes?

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PM6.40


Unit 6 | Up in the Air

Phonics

Words with au, aw, -alk

Read and trace each word. Write the word that completes each sentence.

claws hawk haul stalk

1. A hawk flies high in the sky. 
2. Does it stalk animals while it flies?
3. Now the hawk swoops down.
4. It grabs a small animal in its claws.
5. Then it will haul its food away.

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PM6.41

Unit 6 | Up in the Air

Page PM6.41

Name _____ Date _____

Handwriting

High Frequency Words

Trace each word two times and then write it.

children children

her her her

house house house

school school school

thought thought thought

word word word

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PM6.42

Unit 6 | Up in the Air

Page PM6.42

Spelling & Word Work

Word Cards: au, aw, -alk

 talk	 auto	 claw	 draw
awful	fawn	walk	awed
stalks	thaw	lawn	prawn
balk	haul	because	haunt
pause	August	hawk	cause
straw	awesome	sauce	law
saw	caulk	author	Saul

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PM6.43

Unit 6 | Up in the Air

Page PM6.43

Spelling & Word Work

High Frequency Word Cards

few	children
food	her
head	house
hold	school
into	thought
once	word

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PM6.44

Unit 6 | Up in the Air

Page PM6.44

Name _____ Date _____

T-Chart

Compare Genres

Compare a story and an interview.

Realistic Fiction	Interview
has characters	has real people
is fiction	has facts
has sensory details	has questions and answers
has illustrations	has photographs

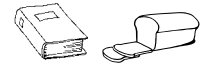
Use your T-chart to talk about which kind of text you like best. Give reasons.

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Name _____ Date _____

Phonics

Words with oo, ea



Circle the word that names the picture.

1. fight fit foot	2. head hood hide
3. read road roof	4. throw thread three
5. wood weed wind	6. heal hike hook
7. spool spread spray	8. cook cake crack

Read It Together The cook spreads jelly on the bread.

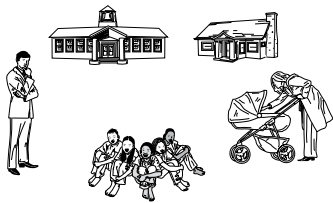
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Name _____ Date _____

High Frequency Words

I'm Thinking of a Word!

Write a word from the box to complete each sentence.



High Frequency Words
children
her
house
school
thought
word

- This word means "did think." It is thought.
- This names a kind of home. It is house.
- This word means "kids." It is children.
- You use this for a mom. It is her.
- This word is school. You go there to read and to do math.

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Name _____ Date _____

Grammar: Questions

Asking Compound Questions

Choose two question words from Box 1 for your partner. Your partner will then choose two words from Box 2 and ask a compound question using all four words. Combine sentences using *and*, *but*, or *or*. Cross out each word in Box 2 as you use it. Reuse the words in Box 1.

Box 1	Box 2				
how	live	friend	pet	cat	dog
	like	snow	rain	wind	here
why	there	ever	mom	dad	brother
	sister	sad	happy	fast	slow
who	ice	fall	hurt	late	early
	dinner	lunch	home	school	room
when	class	read	watch	go	come
	water	apple	bread	walk	run
where	play	game	write	book	TV
	movie	winter	fall	summer	spring
what	chair	bed	draw	paint	door
	window	out	in	to	from
	with	for	on	always	never
	sometimes	often			




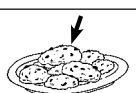


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Name _____ Date _____

Phonics

Words with oo, ea

Complete each word so it names the picture.

1.  hood	2.  sweater
3.  feather	4.  cookie
5.  hoof	6.  breakfast




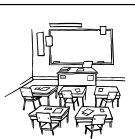
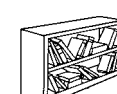


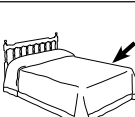
Read It Together Do you eat bread at breakfast?

Name _____ Date _____

Phonics

Syllables

Draw a line between the syllables. Circle the word that names each picture.

1.  notebook nineteen noontime	2.  footrest footpath footprint
3.  houseboat headlight headband	4.  classroom clambake clubhouse
5.  bookcase bedroom beanstalk	6.  bookshop beanbag beehive
7.  mushroom mealtime mailbox	8.  beanpole bedspread breakfast

Read It Together Do you see bookcases in a classroom?

Name _____ Date _____

Grammar & Writing

Using Questions

Choose a word from the box to correctly complete each sentence.

how why when where who what

TV Reporter: Why are you here today?

Dr. Danger: I am here because your town has storms.

TV Reporter: How did you know our

town has storms? When did you get here?

Dr. Danger: I saw storms on the Internet. I came today.

TV Reporter: Who is on your team?

Dr. Danger: We have scientists and researchers.

TV Reporter: Where will you go next?

What do you hope to find there?

Dr. Danger: I will go to Mexico to find storms.

Name _____ Date _____

Grammar: Ask Questions

Question Words

Grammar Rules Ask Questions

Question Words	Information
Who	person
Where	place
What	thing or action
Why	reason
When	time
How	way something is done

Circle the question word. Then write the type of information it gives. Choose from words in the Information column above.

1. When are we going ice skating? time

2. Where is the park? place

3. What should I bring? thing

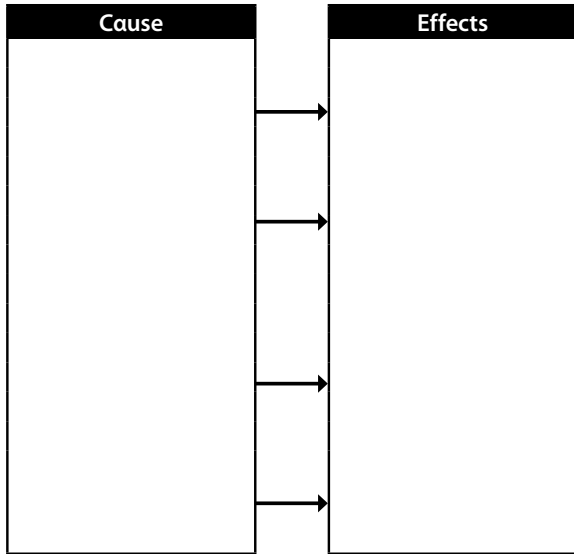
4. Who is going? person

Write a new question about the park. Use a question word. Have a partner say the type of information it gives.

Name _____ Date _____

Prewrite: Cause-and-Effects Chart

Weather Cause-and-Effects Chart



Ideas Checklist

- ✓ Does the paragraph tell why something happens?
- ✓ Does the paragraph have interesting ideas?
- ✓ Did the writer give details?
- ✓ Do the details help readers picture the weather?

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PM6.53

Unit 6 | Up in the Air!



Leveled Reading Time

TEACHER

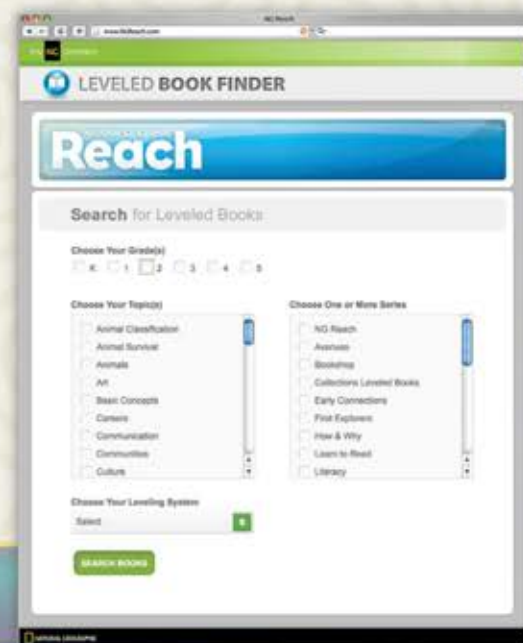
- Introduce Books
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

CHILDREN

- Read and Discuss Books
- Extend Content Knowledge
- Apply Reading Skills
- Connect and Compare Texts
- Demonstrate Comprehension

Contents

	Page
Books at a Glance	LR1
Reading Routines	LR2
Teaching Resources	LR4
Independent Reading	LR12
Leveled Reading Practice Masters	LR13
Assessment Masters	LR16



Go to NGReach.com for the Leveled Book Finder.

Suggested Pacing by Week 20 minutes per day



Books at a Glance

Level*	Title	Author	Content Connection	Genre	Length	Pages
A	<i>What Can I Do Today?</i>	Rose Lorenzo	Weather	Nonfiction	16 pp.	LR4
B	<i>Rex Loves the Rain</i>	Nancy Betts	Rain	Fiction	12 pp.	LR4
C	<i>The Four Seasons</i>	Simon Lee	Seasons	Nonfiction	12 pp.	LR5
D	<i>When Spring Comes</i>	Solomon Gordon	Seasons	Nonfiction	8 pp.	LR5
E	<i>Weather and Seasons</i>	Cory Phillips	Weather and Seasons	Nonfiction	16 pp.	LR6
F	<i>What Color Is the Sky?</i>	Trent Johnson	The Sky	Nonfiction	12 pp.	LR6
F	<i>People in Fall</i>	Martha E.H. Rustad	Seasons	Nonfiction	24 pp.	LR7
G	<i>Spring, Summer, Fall, Winter</i>	David Tunkin	Seasons	Nonfiction	12 pp.	LR7
G	<i>Sun Power</i>	Louis Capra	Energy Sources	Nonfiction	24 pp.	LR8
H	<i>Weather Today</i>	Marvin Buckley	Weather	Nonfiction	8 pp.	LR8
H	<i>It's Cold Where I Live</i>	Leroy Taylor	Weather	Nonfiction	12 pp.	LR9
I	<i>Tools Measure Weather</i>	Lesley Pether	Weather Forecasting	Nonfiction	12 pp.	LR9
I	<i>Wind Power</i>	Pat Malone	Wind	Nonfiction	24 pp.	LR10
J	<i>The Wind Blew</i>	Pat Hutchins	Wind	Fiction	28 pp.	LR10
J	<i>The Little Ant</i>	Shirleyann Costigan	Wind, Rain, and Sun	Fiction	24 pp.	LR11
K	<i>Wind, Water, and Sunlight</i>	Nisha Da Silva	Wind, Water, and Sun	Nonfiction	20 pp.	LR11

* as measured by the Fountas and Pinnell leveling system; see page R2 for leveling translation information

Unit 6 Reading Routines

Fiction & Nonfiction

OBJECTIVES

Thematic Connection: Patterns and Cycles

Read and Comprehend Text

- ✓ Make Inferences
- ✓ Classify Details
- ✓ Cause and Effect

PROGRAM RESOURCES

PRINT ONLY

Fiction and Nonfiction Books

PRINT & TECHNOLOGY

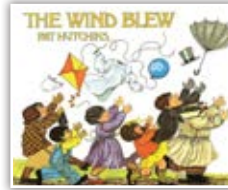
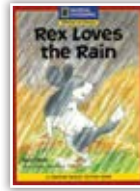
Practice Masters LR6.1, LR6.2, and LR6.3

Assessment Masters LR5.4–LR5.7, LR6.4–LR6.7

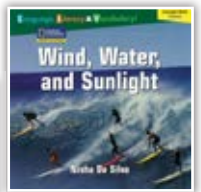
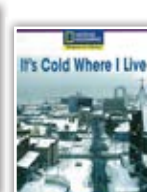
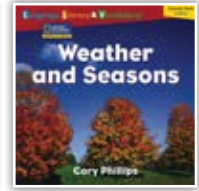
COMMON CORE STANDARDS

Classify Details	CC.1.Rlit.7
Read Prose	CC.1.Rlit.10
Identify Cause and Effect	CC.1.Rinf.3
Read Informational Text	CC.1.Rinf.10
Respond to Reading	CC.1.W.1, 2, 3
Engage in Discussion	CC.1.SL.1
Connect Across Texts	CC.1.SL.1.a

Fiction



Nonfiction



Introduce

Assign books. Review the Teaching Resources on pages LR4–LR11. Use the summary of each book for an overview of content. Select eight books for each child to read over the course of the four-week unit, based on the children’s interests, their reading levels, and the completed **Assessment Masters** for Unit 5.

Introduce books. Use the Teaching Resources for each book to activate prior knowledge and preview the content. Remind children that they can use what they learn from the books to answer the **Big Question: What’s wild about weather?**

Introduce story words. Preview any story words that are listed for each book. When applicable, point out corresponding story illustrations or photos to scaffold word meaning.

Establish a weekly reading plan. Children will repeat the same schedule to read two books each week.

Read and Integrate Ideas

Have children read independently. Circulate to observe children reading. Ask them to read a page aloud. Note miscues and check for fluency. Encourage children to self-correct. Ask: *Did that make sense? You said _____. Does that sound right?*

Have homogenous pairs reread and discuss. Pair children who have read the same book. Have pairs reread the book. After children have learned the reading strategy and target skills, have them complete a graphic organizer together to demonstrate how the skill applies to their book.

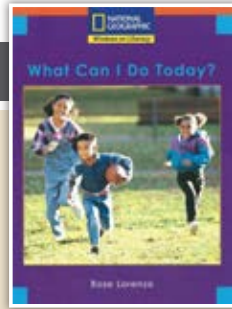
- Organize Ideas: **Practice Master LR6.1**
- Identify Setting: **Practice Master LR6.2**

Monitor partners’ discussions. Have children share their completed graphic organizers. Prompt children to show you where in the book they gathered the information to complete them. Use the build comprehension questions in the Teaching Resources to check for understanding.

Have children self-assess. Distribute **Assessment Master LR6.4**. Have children evaluate their ability to read on their own and their ability to determine importance.

Provide writing options. Have each child complete one of the writing options from the Teaching Resources to respond to one of the books they read during the week. Encourage volunteers to share their writing with the group.

A Guided Reading Level



What Can I Do Today?

by Rose Lorenzo

Nonfiction | Pages: 16

Content Connection: Weather

Summary Images of a variety of weather conditions prompt children to answer the question “What can I do today?” Weather conditions include snowy, sunny, rainy, and windy.

Activate Prior Knowledge Display the back cover of the book. Ask: *What do you like to do in rainy weather?* Encourage children to explain why they think the way they do.

Preview Display the cover and read aloud the title. Point to the picture and ask: *What are these children doing?* (playing ball) Then ask: *What kind of weather do you play ball in?* (Possible Response: sunny weather) Remind children to monitor their understanding as they read.

Build Comprehension

- ✓ **Cause and Effect** Have children look at the picture on pages 12–13. Ask: *Why are the children carrying an umbrella?* (because it is raining)
- ✓ **Make Inferences** Have children look at the pictures on pages 14–16. Tell them to use what they read and what they know about flying kites. Ask: *What kind of weather is shown on these pages?* (Possible response: I see they are flying a kite. I know it takes wind to fly a kite. So, it is windy.)

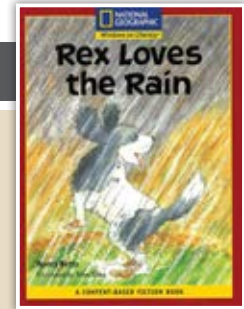
Writing Options

Book Page Have children add a page to the book. Tell them to draw their favorite kind of day and show what they would do on a day like that. Have them use this question and answer with their pictures:

What can I do today? I can _____ today.

Journal Entry Have children write about other activities they do in their favorite weather.

B Guided Reading Level



Rex Loves the Rain

by Nancy Betts

Fiction | Pages: 12

Content Connection: Rain

Summary Rex, a rain-loving dog, illustrates the fun to be had playing in the rain. He plays in the wet grass, rolls in wet leaves, jumps in the puddles, and rolls in the mud. Rex loves the rain.

Activate Prior Knowledge Invite children to tell about times they have played in the rain. Encourage them to tell why it was fun for them.

Preview Display the cover and read aloud the title. Ask children to predict what Rex will do in the rain. Introduce the story words *jumps* (page 8), *mud* (page 10), *puddle* (page 8), and *rolls* (page 6).

Build Comprehension

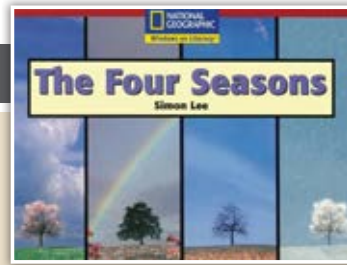
- ✓ **Cause and Effect** *What happens because Rex plays in the rain?* (Possible responses: He gets wet. He gets leaves on him. He gets muddy.)
- ✓ **Make Inferences** Remind children to use what they read and what they already know. Ask: *What can you infer about Rex at the end of the story?* (Possible responses: Rex is wet and dirty. Rex needs to be washed.)

Writing Options

Book Page Have children write a new page for the book. Have them draw what they think will happen to Rex next. Tell children to write a sentence to help explain their drawing.

Journal Entry Have children write about a time they were caught in the rain. Encourage them to explain whether they played in the rain or ran to a dry place.

C Guided Reading Level



The Four Seasons

by Simon Lee

Nonfiction | Pages: 12

Content Connection: Seasons

Summary Children are introduced to the four seasons and see the changes each season brings to a farm. After seeing what a season looks like on the farm, children answer the question “Which season will be next?” before going on to the next page.

Activate Prior Knowledge Display the back cover of the book. Ask: *In what season of the year do you think this photo was taken?* Have children explain why they think the way they do.

Preview Display the cover and read aloud the title. Ask: *What are the four seasons?* (spring, summer, fall, winter) Tell children to read to find out more about the four seasons.

Build Comprehension

- ✓ **Classify Details** Have children name one detail about each season. (Possible response: Spring: Plants are just starting to grow. Summer: The grass is dry. Fall: The leaves turn colors. Winter: There is snow.)
- ✓ **Make Inferences** Remind children to use what they read and what they already know. Ask: *What can you infer about winter from the pictures on pages 10–11?* (Possible response: It is cold in winter.)

Writing Options

Labeled Picture Have children choose a season and draw a picture showing what they like to do in that season. Have them label their picture with the name of the season.

Journal Entry Have children write about their favorite season. Encourage them to tell what they like most about that season.

D Guided Reading Level



When Spring Comes

by Solomon Gordon

Nonfiction | Pages: 8

Content Connection: Seasons

Summary When spring comes, many wonderful things happen. The snow melts. Flowers bloom. Some animals wake up. And children play outside.

Activate Prior Knowledge Display the back cover of the book. Ask: *What do you like to do when spring comes?* Have children explain why they like to do the activities they name.

Preview Display the cover and read aloud the title. Point to the snow and ask: *What is around the flowers?* (snow) Tell children to read to find out about when there are flowers and snow at the same time. Introduce the story words *bloom* (page 4), *melts* (page 2), and *snow* (page 2).

Build Comprehension

- ✓ **Cause and Effect** *List three things that are caused by the coming of spring.* (Possible response: Snow melts, flowers bloom, and animals wake up.)
- Ask Questions** Have children ask one question that is answered in the text. (Possible response: What happens to flowers in the spring?)
- ✓ **Make Inferences** *From what you read and what you already know, what can you infer about the temperature in the spring?* (Possible response: It is warm.)

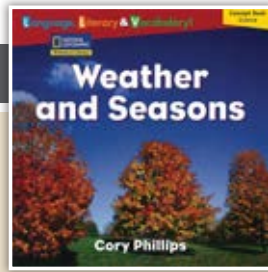
Writing Options

Book Page Have children draw a picture of something they know happens in the spring. Tell them to use this sentence frame on their book page:

When spring comes, _____.

Journal Entry Have children write about what spring is like where they live.

E Guided Reading Level



Weather and Seasons

by Cory Phillips

Nonfiction | Pages: 16

Content Connection: Weather and Seasons

Summary Weather changes from season to season and day to day. It can be windy, rainy, sunny, cloudy, snowy, or stormy. The seasons and the weather both affect what we do.

Activate Prior Knowledge Have children talk about the weather in their area today. Encourage them to tell what they like or don't like about today's weather.

Preview Display the cover and read aloud the title. Ask: *What do you think the seasons and the weather have to do with each other?* (Possible responses: The weather changes depending on the season. In some seasons the weather is cold and in other seasons it is hot.) Introduce the story word *stormy* (page 5).

Build Comprehension

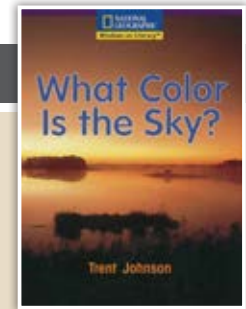
- ✓ **Cause and Effect** *Why are the people in the pictures on page 9 carrying umbrellas?* (Possible response: because it is raining)
- ✓ **Make Inferences** Have children look at the two pictures on page 10. Ask: *From what you read and what you already know, what can you infer about the temperature in each picture?* (Possible responses: It is cold in the top picture. It is hot in the bottom picture.)

Writing Options

Labeled Picture Have children choose one of the weather conditions (windy, rainy, sunny, cloudy, snowy, or stormy) and draw a picture of what they would do on that kind of day. Have them label the picture with the weather condition.

Journal Entry Have children write about the weather they like the least. Tell children to explain why they feel this way.

F Guided Reading Level



What Color Is the Sky?

by Trent Johnson

Nonfiction | Pages: 12

Content Connection: The Sky

Summary The sky changes with the time of day and with weather conditions. It is black at night, orange and yellow at dawn, blue on a sunny afternoon, and grey when a storm is coming. After a storm, a rainbow may appear in the sky.

Activate Prior Knowledge Show the back cover and ask: *When can you see a rainbow?* (Possible response: after a storm) Have children tell what else they might see in the sky. (Possible response: the sun, clouds, lightning)

Preview Display the cover and read aloud the title. Ask children to predict what they will find out about the color of the sky. Introduce the story words *afternoon* (page 8), *gray* (page 8), *middle* (page 2), and *orange* (page 5).

Build Comprehension

- ✓ **Classify Details** *What is the sky like at different times of the day?* (Possible responses: black at night, orange and yellow in early morning, blue at noon, gray in the late afternoon)
- ✓ **Make Inferences** *From what you've read and what you already know, what can you infer about the weather in the pictures on pages 8-9?* (Possible response: It is going to rain.)

Writing Options

Description Have children choose one of the photos from the book and write a description of it.

Journal Entry Have children write about the most unusual looking sky they have ever seen. Encourage them to tell why they thought the sky was so unusual.

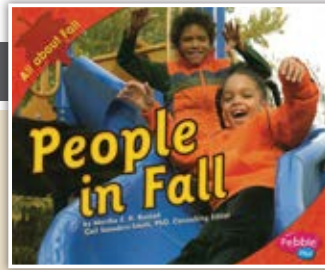
F Guided Reading Level

People in Fall

by Martha E.H. Rustad

Nonfiction | Pages: 24

Content Connection: Seasons



Summary Fall is a season of change. Children look at fall and the changes and activities that are part of this season. These include shortening days, falling leaves, cooler weather, school, harvest, Halloween, and Thanksgiving. Fall is a busy, busy time.

Activate Prior Knowledge Have children tell what their favorite things about fall are. Encourage them to explain why they like the things they do.

Preview Display the cover and read aloud the title. Ask: *What things in the picture help you know that it is fall?* (Possible response: The kids have jackets on. The leaves look like they are starting to turn color.) Have children decide what they would like to learn about the fall from reading the book. Introduce the story words *costumes* (page 10), *Halloween* (page 10), *sweaters* (page 6), and *Thanksgiving* (page 12).

Build Comprehension

- ✓ **Classify Details** *What are the kinds of activities people do in the fall?* (Possible responses: play outside, go to school, go trick-or-treating)
- ✓ **Make Inferences** Have children look at the picture on pages 14–15. Ask: *From what you read and what you already know, what can you infer about the temperature in the picture?* (Possible responses: It is cool.)

Writing Options

Description Have children draw a picture of one activity they do in the fall and write a sentence that describes the activity.
Journal Entry Ask children to write about their favorite fall activities. Have them tell why they like these activities.

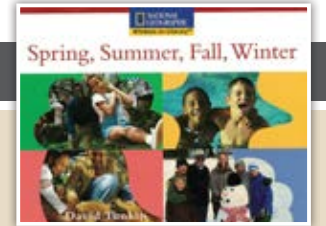
G Guided Reading Level

Spring, Summer, Fall, Winter

by David Tunkin

Nonfiction | Pages: 12

Content Connection: Seasons



Summary The months of the year are categorized by the seasons into which they fall. Children see that each of the seasons is three months long.

Activate Prior Knowledge Have children discuss the current month and season. Have them tell what is special about the season for them.

Preview Display the cover and read aloud the title. Point to the picture and ask: *How many seasons are there?* (four) Then ask: *What are the seasons?* (spring, summer, fall, winter)

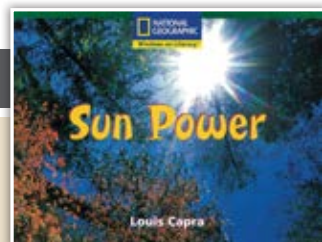
Build Comprehension

- ✓ **Classify Details** Have children tell which months are the winter months. (December, January, February) Continue with the other seasons.
- Ask Questions** Have children ask a question that can be answered by rereading pages 4–5. (Possible response: What are the summer months? Is it cold or hot in the summer?)
- ✓ **Make Inferences** Have children reread pages 2–3. *What can you infer about spring?* (Possible responses: Things start to grow. It is warm.)

Writing Options

Description Have children choose one of the seasons and describe what the people in the pictures are doing.
Journal Entry Have children write about their favorite season. Encourage children to tell what they like best about that season.

G Guided Reading Level



Sun Power

by Louis Capra

Nonfiction | Pages: 24

Content Connection: Energy Sources

Summary Children are introduced to the sun as a source of energy. Examples of what sun power can do include helping plants grow, melting ice, powering a solar car, heating homes, drying clothes, and keeping us warm.

Activate Prior Knowledge Display the back cover of the book. Ask: *What do you think this car is using for fuel?* (Possible responses: gas, electricity) Explain to children that there is another source of energy we are all familiar with—the sun.

Preview Display the cover and read aloud the title. Ask: *What do you think sun power does?* (Possible responses: makes us warm, helps plants grow) Tell children to read to find out what sun power is. Introduce the story words *dry* (page 18), *panels* (page 16), *roofs* (page 16), and *sunlight* (page 4).

Build Comprehension

✓ **Cause and Effect** *What causes the ice to melt?* (heat from the sun)

Make Predictions *What do you predict will happen to the clothes if clouds block the sun?* (Possible response: They won't dry.)

✓ **Make Inferences** *What can you infer about what houses need to help heat them with the sun?* (Possible response: They need special panels.)

Writing Options

Book Page Have children draw one more thing they know that sun power does. Have them use this sentence frame to help explain their pictures:

Heat from the sun _____.

Journal Entry Have children write about something they enjoy doing in the sun.

H Guided Reading Level



Weather Today

by Marvin Buckley

Nonfiction | Pages: 8

Content Connection: Weather

Summary Children explore different ways to tell what the weather will be like, including direct observation, asking someone, and watching the weather report on TV.

Activate Prior Knowledge Display the back cover of the book. Ask: *How do you usually learn about the weather?* Tell children that there are many different ways to learn about the weather.

Preview Display the cover and read aloud the title. Remind children to monitor their understanding as they read about the weather. Introduce the story words *report* (page 8), *television* (page 8), *wearing* (page 3), and *window* (page 2).

Build Comprehension

✓ **Cause and Effect** *What causes the girl on pages 4–5 to put on a sweater?* (Possible response: She goes outside and finds out that the weather is cool.)

List Facts Have children list three ways they can find out about the weather. (Possible response: look outside, go outside, ask)

✓ **Make Inferences** *What can you infer about the weather from the picture on page 4?* (It is cold.)

Writing Options

Labeled Drawings Have children draw a picture showing how they usually find out about the weather. Tell them to label the drawing with one of the following phrases: *Look, Feel, Ask, Watch TV.*

Journal Entry Have children describe the weather where they are today. Encourage them to include how they will dress for today's weather.

H Guided Reading Level



It's Cold Where I Live

by Leroy Taylor

Nonfiction | Pages: 12

Content Connection: Weather

Summary Children explore different aspects of cold weather. They are introduced to common cold-weather conditions such as snow on roofs and roads. Cold-weather activities such as the need to plow streets, use chains on tires, and ride sleds show some of the unique aspects of a cold-weather environment.

Activate Prior Knowledge Display the back cover of the book. Ask: *What do you think this truck does?* Invite children who are familiar with cold, snowy areas to tell about their experiences with the snow.

Preview Display the cover and read aloud the title. Have children read to find out what cold places are like. Introduce the story words *glide* (page 10), *runners* (page 10), *slipping* (page 8), and *steep* (page 4).

Build Comprehension

- ✓ **Cause and Effect** *What happens when you put chains on the car tires?* (Possible response: The car doesn't slip in the snow.)
What effect do runners have on a sled? (Possible response: They make it glide over the snow.)
- ✓ **Make Inferences** *From what you've read and what you know, what can you infer about the temperature and snow?* (Possible response: It has to be cold to snow.)

Writing Options

Book Page Have children draw a new scene for the book that shows something else they know about the cold and snow. Have children write a sentence describing the scene.

Journal Entry Have children write about things they like to do in the snow. If children are unfamiliar with snow, have them write about things they have seen and think would be fun.

I Guided Reading Level



Tools Measure Weather

by Lesley Pether

Nonfiction | Pages: 12

Content Connection: Weather Forecasting

Summary Children are introduced to tools used to measure and track weather. Tools include thermometers, weather balloons, wind socks, anemometers, rain gauges, weather radar, and weather satellites.

Activate Prior Knowledge Display the back cover of the book. Ask: *What do you think this might be?*

Preview Display the cover and read aloud the title. Point to the wind sock and ask: *What do you think this is? What do you think it is doing?* Tell children to read to find out about weather tools and how they work. Introduce the story words *direction* (page 6), *measures* (page 4), and *scientists* (page 3).

Build Comprehension

- ✓ **Classify Details** Have children tell different groups that weather tools can be placed in. (Possible responses: tools that measure temperature, tools that measure wind, tools that measure rain)
- ✓ **Make Inferences** *What can you infer about weather from this selection?* (Possible response: It must be important to keep track of the weather.)

Writing Options

Write a Description Have children pick one photo from the book and write a description of the tool. Encourage children to think of something they are familiar with to compare the tool with.

Journal Entry Have children write about what they would like to know about the weather and what kind of tool they think they might be able to use.

I Guided Reading Level



Wind Power

by Pat Malone

Nonfiction | Pages: 24

Content Connection: Wind

Summary Children are introduced to the wind and many of the things the wind can do. Wind power creates waves, makes trees grow sideways, scatters seeds, moves sand dunes, turns windmills, and propels sailboats.

Activate Prior Knowledge Display the back cover of the book. Ask: *What is making this kite fly?* (wind) Encourage children to tell about their experiences with the wind.

Preview Display the cover and read aloud the title. Point to the picture and ask: *What do you think is making the boat move?* (wind) Have children read to find out what the wind can do. Introduce the story words *dunes* (page 14), *scatters* (page 10), *sideways* (page 8), and *windmill* (page 20).

Build Comprehension

- ✓ **Cause and Effect** *What is the effect of wind blowing hard on growing trees?* (The trees grow bent over.)
- ✓ **Cause and Effect** *What causes a windmill's blades to turn?* (the wind)
- ✓ **Make Inferences** Have children look at the picture on pages 6–7. Ask: *What can you infer about the wind from this picture and what you already know?* (Possible response: The wind in this place must be very, very strong.)

Writing Options

Book Page Have children draw a picture of something they know the wind can do. Have them use these sentences to help explain their pictures:

What makes ____? Wind power!

Journal Entry Have children write about what they like or don't like about the wind. Encourage children to explain why they feel the way they do.

J Guided Reading Level



The Wind Blew

by Pat Hutchins

Fiction | Pages: 28

Content Connection: Wind

Summary The wind is mischievous as it snatches up one thing after another from unsuspecting people and sends them on a trip through town. The more the wind snatches, the bigger the crowd grows. Finally, tired of its game, the wind mixes everything up, tosses its bounty back on the ground, and heads out to sea.

Activate Prior Knowledge Have children tell about experiences they have had on windy days. Encourage them to tell of things that have been blown away by the wind on a windy day.

Preview Display the cover and read aloud the title. Ask: *What do you think is going on here?* Introduce the story words *plucked* (page 16), *satisfied* (page 11), *snatched* (page 9), and *whipped* (page 13).

Build Comprehension

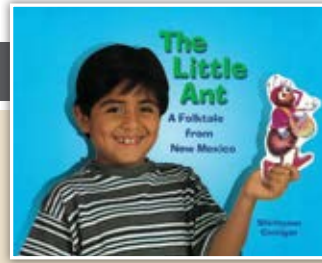
- ✓ **Cause and Effect** *What caused the people to run through town?* (the wind)
- List Facts** Have children list three things that were blown away. (Possible response: a kite, a balloon, a hat)
- ✓ **Make Inferences** Have children look at the picture on page 30. *What can you infer from this picture about how the girl on the boat feels about the wind?* (Possible responses: She is happy. She likes the wind.)

Writing Options

Description Have children choose an illustration from the book and write a description of what is happening in the picture.

Journal Entry Have children write about the thing they like the best about the wind.

J Guided Reading Level



The Little Ant
by Shirleyann Costigan

Fiction | Pages: 24

Content Connection: Wind, Rain, and Sun

Summary Hormiguita, the little ant, is stranded by a puddle. Although Sun and Cloud are willing to help, they can't until Wind blows Cloud away. Wind is tired and doesn't want to be bothered. Clever Hormiguita lulls Wind to sleep and then tickles his nose. His mighty sneeze blows Cloud away and lets Sun dry up the puddle.

Activate Prior Knowledge Have children think about the size of a puddle after a rain and the size of a little ant. Ask: *What do you think a big puddle would look like to an ant?* (Possible response: a lake)

Preview Display the cover and read aloud the title. Have children read to find out what happens to the little ant. Introduce the story words *shower* (page 10), *slumber* (page 19), *stranded* (page 11), and *tricked* (page 5).

Build Comprehension

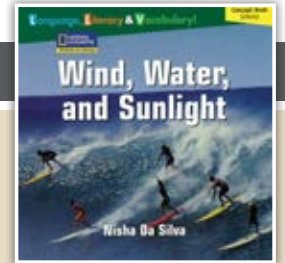
- ✓ **Cause and Effect** *What causes Hormiguita to be stranded?* (The rain causes a puddle to form.)
- ✓ **Cause and Effect** *What effect does Homiguita's lullaby have on Wind?* (It puts Wind to sleep.)
- ✓ **Make Inferences** *Who is smarter, Wind or Homiguita?* *Explain.* (Possible response: Hormiguita is smarter because she is able to trick Wind.)

Writing Options

Description Have children choose an illustration from the book and write a description of it.

Journal Entry Have children tell whether they think this story is true or not. Tell them to explain why they think the way they do.

K Guided Reading Level



Wind, Water, and Sunlight
by Nisha Da Silva

Nonfiction | Pages: 20

Content Connection: Wind, Water, and Sun

Summary Wind, water, and sunlight are all powerful forces of nature. Through various examples, children are introduced to how these forces affect the natural world and how man has harnessed each of these forces and put them to work. Examples include windmills, the Grand Canyon, and a solar-powered car.

Activate Prior Knowledge Ask: *What different ways do you use water every day?* (Possible responses: to drink, to wash, to water plants)

Preview Display the cover and read aloud the title. Tell children to read to find out how wind, water, and sunlight affect our lives. Introduce the story words *dam* (page 12), *milkweed* (page 7), *telephone* (page 16), and *waterwheels* (page 13).

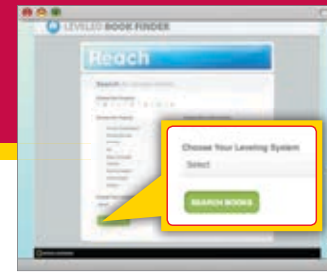
Build Comprehension

- ✓ **Cause and Effect** *What caused the Grand Canyon?* (Possible response: the Colorado River)
- ✓ **Classify Details** *Name three things sun power can do.* (dry the earth, melt ice, power cars)
- ✓ **Make Inferences** *What can you infer about the power of water?* (Possible response: It is very strong if it can form canyons and make electricity.)

Writing Options

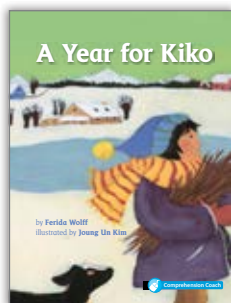
Book Page Have children choose wind, water, or sunlight and draw a picture showing something else it can do. Have them write a sentence to describe the picture.

Journal Entry Have children write about a memory they have that has to do with the wind, the water, or sunlight. Encourage them to explain why this memory is important to them.



Recommended Books

Level*	Fiction About Patterns and Cycles	Nonfiction About Patterns and Cycles
A	Williams, Rozanne Lanczak. Look Up! What Can I See? Creative Teaching Press, 2002.	Pritchett, Jan. People Go Up. National Geographic, 2003.
B	Costigan, Shirleyann. Kites. Hampton-Brown, 1999. Rau, Meachen. Say "Hi" Up High. Compass Point, 2002.	Canizares, Susan. Sun. Scholastic, 1998. Hughes, Monica. Up, Up and Away. Harcourt, 2002. Sloan, Peter and Sloan, Sheryl. In the Sky. Sundance, 1996.
C	Birch, Harriet. Not When It's Hot. National Geographic, 1999. Kratky, Lada. In the Sun. National Geographic, 1999. Stojic, Manya. Rain. Dragonfly Books, 2003.	Canizares, Susan. Wind. Scholastic, 1998. Chanko, Pamela. Weather. Scholastic, 1998. Wooley, Marilyn. When the Rain Comes. National Geographic, 2001.
D	Greene, Carol. Hi, Clouds. San Val, Incorporated, 2001. Williams, Rozanne Lanczak. Rain. Creative Teaching Press, 1994.	Bruni, Santana. Fall Colors. National Geographic, 2003. Fink, Jacob. Watch the Sky. National Geographic, 2001.
E	Medearis, Angela Shelf. We Play on a Rainy Day. Cartwheel Books, 1996.	Nelson, Robin. A Cloudy Day. First Avenue Editions, 2002.
F	Greene, Carol. Please, Wind? Children's Press, 2001. Lewison, Wendy Cheyette. Raindrop Plop! Viking Juvenile, 2004.	Buckley, Marvin. From the Skyscraper. National Geographic, 2003.
G	Maccarone, Grace. I See a Leaf. Cartwheel, 2002. O'Connor, Jane. Kate Skates. Grosset & Dunlap, 1995.	Johnson, Trent. What Color Is the Sky? National Geographic, 2001.
H	Milgrim, David. Cows Can't Fly. Puffin, 2000.	Bauer, Marion Dane. Snow. Live Oak Media, 2010.
I	Arnold, Tedd. Hi! Fly Guy. Cartwheel Books, 2006. COMMON CORE EXEMPLAR Carle, Eric. Little Cloud. Demco Media, 2002.	Wheeler, Janine. Explore! Hampton-Brown, 2000.
J	Aardmena, Verna. Bringing the Rain to Kapiti Plain. Puffin, 1992. Keats, Ezra Jack. The Snowy Day. Viking Juvenile, 2011. Lobel, Arnold. Owl at Home. HarperCollins, 2008. COMMON CORE EXEMPLAR Rylant, Cynthia. Henry and Mudge and the Wild Wind. Simon Spotlight, 1996.	Capra, Louis. Sun Power. National Geographic, 2003. Da Silva, Nisha. Wind, Water, and Sunlight. National Geographic, 2006. Marzollo, Jean. I Am a Star. Cartwheel, 2001. McGough, Kate. When a Storm Comes. National Geographic, 2001.
K	Baker, Jeannie. Home in the Sky. Walker Children's Hardback, 2003. Stojic, Manya. Rain. Random House, 2000.	Ring, Susan. Snow. Red Brick Learning, 2006. Saunders-Smith, Gail. Rain. Capstone Press, 1999. Sterling, Kristin. It's Rainy Today. Lerner Publishing, 2010.



Author Study: Ferida Wolff
The Emperor's Garden. Tambourine, 1994.
The Story Blanket. Peachtree Publishers, 2008.
It Is the Wind. Houghton Mifflin, 2005.
Watch Out for Bears! Random House, 1999.

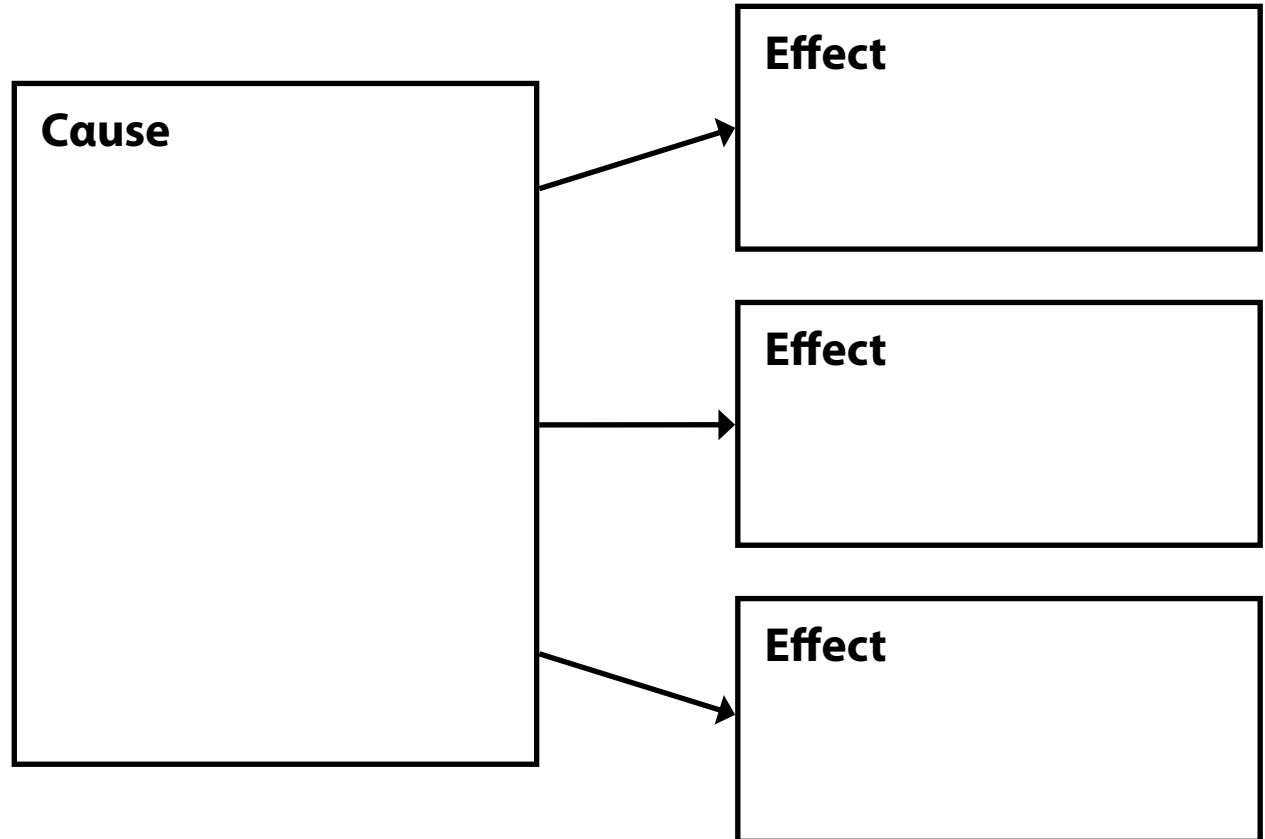
* as measured by the Fountas and Pinnell leveling system; see page R2 for leveling translation information

Cause-and-Effect Chart

Identify Cause and Effect

Use the cause-and-effect chart to take notes about your book as you read.

COPY READY



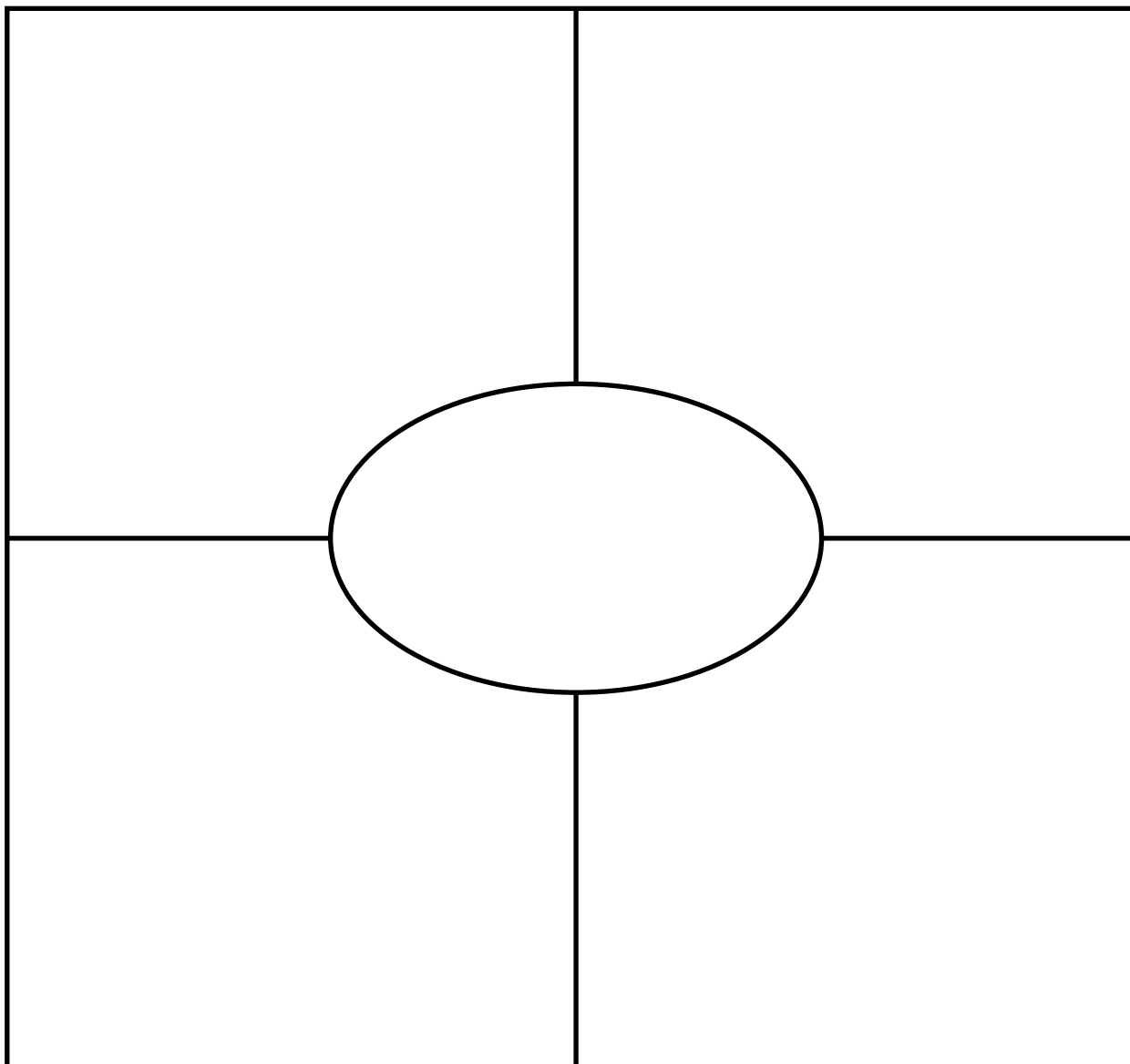
 Use your chart to tell a partner about the book.

Name _____ Date _____

Classification Chart

Classify Details

Use the classification chart to take notes about your book as you read.



COPY READY

 Use your chart to tell a partner about the book.

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For use with TE pages LR4–LR11

LR6.2

Unit 6 | Up in the Air

Name _____ Date _____

Discussion Guide

Connect Across Texts

Draw a picture for a book that you read. Then listen to other people in your group. Draw pictures about some of the books they read.

COPY READY

Title: _____ 	Title: _____
Title: _____ 	Title: _____

 **What's wild about weather?**

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For use with TE pages LR4–LR11

LR6.3

Unit 6 | Up in the Air

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 6

Check the reading strategies the child used and ask the questions that follow about how the child used the strategy. Use the rubric to help you determine how well the child used the strategy. Circle the child's score.

- Ask: *What did you do while you were reading?*
Were there any parts of the book that confused you or were hard to follow?
What did you do to understand better?
How did it work?

COPY READY

Reading Strategies												
Plan				Monitor				Ask Questions				
4	3	2	1	4	3	2	1	4	3	2	1	
<ul style="list-style-type: none"> • Show me what you did before you started reading the book. • What did you predict that the book might be about? 				<ul style="list-style-type: none"> • When you were reading, did you stop and think about any parts? • Show me what you do when that happens. • How did this help you understand? 				<ul style="list-style-type: none"> • What questions did you have when you were reading? • What answers did you find to the questions? • Show me where/how you found the answer. 				
4	Consistently previews and articulates a purpose for reading. Makes a prediction before and during reading. Confirms predictions.			4	Consistently identifies when comprehension breaks down, and can clarify text independently and successfully.			4	Asks questions to understand and expand comprehension, and easily demonstrates how to answer the questions. Can ask a variety of questions.			
3	Often previews, but may not articulate a purpose for reading. Makes a prediction before reading but not during reading.			3	Monitors comprehension, but cannot always clarify.			3	Asks questions and shows how to find the answers by citing text/images.			
2	Sometimes previews, but does not have a purpose for reading. May predict, but prediction is not appropriate.			2	Can monitor comprehension, but does not attempt to solve comprehension problems.			2	Asks questions, but does not attempt to find answers in the text/images, or answers are inaccurate.			
1	Does not preview. Does not set a purpose or predict.			1	Is not aware of comprehension difficulties.			1	Does not ask questions.			

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 6

				Reading Strategies															
Determine Importance				Make Connections				Make Inferences (Unit Focus)				Visualize							
4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1				
<ul style="list-style-type: none"> • What is an important idea of this book? • Tell me why you think that is an important idea. 				<ul style="list-style-type: none"> • Did you read anything in the book that reminded you of something in your life? Show me what that was. • Did you read anything that reminded you of some other book you read? Show me what that was. • Did you read anything you already knew about in the world around you? Tell me about that. 				<ul style="list-style-type: none"> • What did you figure out about this book on your own? • Were there clues, or details, in the book that helped you figure this out? • What did you already know about those clues and how did they help you make this inference? 				<ul style="list-style-type: none"> • What did you imagine when you read this book? • What pictures did you see in your mind as you read? • How did visualizing help you understand the book? 							
4				Uses many parts of the text (pictures, title, words) to accurately identify important ideas. Makes some attempt to explain importance.				Makes all types of connections, and can explain how the connections increase comprehension.				Uses specific parts of the text and background knowledge to make accurate inferences.				Describes multi-sensory mental images that are elaborated from existing text or pictures. Can explain how visualizing helped them understand the text.			
3				Identifies some important ideas, but cannot explain how they were identified.				Makes some connections, but cannot explain how this helps understanding.				Sometimes makes accurate inferences. Often relies too much on text or own experience to make inferences.				Describes some sensory images based on the text, or gives descriptions of the pictures.			
2				Identifies both important ideas and unimportant details.				Makes a weak connection, but cannot relate the connection clearly to the text.				Makes attempts, but the inference is inaccurate or unsubstantiated by the text.				Describes some simple images directly related to text or a picture. May describe inappropriate images not related to what the author is trying to convey.			
1				Does not identify important ideas.				Does not make a connection with the text.				Does not attempt to make inferences.				Does not describe images related to the text.			

COPY READY

Reader Reflection

Date	Title of Book	Author

1. Before I read this book,



I looked at the title and the pictures.

I made a prediction.

2. If I didn't understand something,



I stopped to think about it.

I read it again.

I asked myself a question about it.

This book was: easy about right hard

Rate this book!     





Assessment Overview

		Printed Components	Online PDFs 	eAssessment™ 	ExamView®
Oral Reading Assessments	Oral Reading Assessments	✓	✓		
Progress Monitoring Assessments	Weekly Tests Reading Comprehension Vocabulary Grammar and Writing	✓	✓	✓	✓
	Spelling	✓			
	Foundational Skills, including Phonics	✓	✓		
	Unit Tests Reading Comprehension Vocabulary Grammar and Writing	✓	✓	✓	✓
	Reading Strategy Assessments	✓	✓		
	Benchmark Assessments	Benchmark Assessments*	✓	✓	✓
Scoring and Reporting Tools	Rubrics	✓	✓		
	Student Profiles	✓	✓		
	Strengths and Needs Summary	✓	✓		
	Oral Reading Progress Tracker	✓	✓		
	Class Profiles	✓	✓	✓	
	School and District Reports			✓	
Additional Assessment Tools	Speaking and Listening Observation Log	✓	✓		
	Reader Reflections	✓	✓		
	Unit Self-Assessments	✓	✓		
	Affective and Metacognitive Measures		✓		
Reteaching	Reteaching Masters	✓	✓		

* Available in separate books.

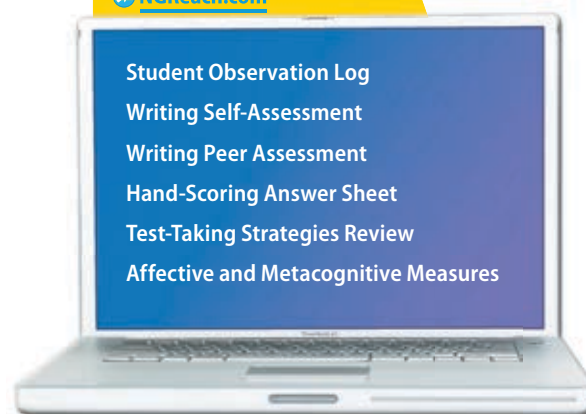
Contents at a Glance

Assessment Masters	Pages	Reteaching Masters	Pages
Week 1			
Foundational Skills Test	A6.5	Comprehension: Cause and Effect	RT6.1
Reading Comprehension Test	A6.8	Comprehension: Make Inferences	RT6.2
Vocabulary Test	A6.10	Grammar: Compound Sentences	RT6.3
Grammar and Writing Test	A6.14	More Grammar Practice	RT6.4
Week 2			
Foundational Skills Test	A6.16	Comprehension: Character's Actions/Experiences	RT6.5
Reading Comprehension Test	A6.18	Comprehension: Make Inferences	RT6.6
Vocabulary Test	A6.20	Grammar: Ask Questions	RT6.7
Grammar and Writing Test	A6.22	More Grammar Practice	RT6.8
Week 3			
Foundational Skills Test	A6.24	Comprehension: Classify Details	RT6.9
Reading Comprehension Test	A6.26	Comprehension: Make Inferences	RT6.10
Vocabulary Test	A6.28	Grammar: Expand Sentences	RT6.11
Grammar and Writing Test	A6.32	More Grammar Practice	RT6.12
Week 4			
Foundational Skills Test	A6.34	Comprehension: Compare Texts	RT6.13
Reading Comprehension Unit Test	A6.36	Comprehension: Make Inferences	RT6.14
Vocabulary Unit Test	A6.45	Grammar: Ask Questions	RT6.15
Grammar and Writing Unit Test	A6.49	More Grammar Practice	RT6.16
		Writing Trait: Ideas	RT6.17
		(Also see prior weeks.)	
Oral Reading Assessment	A6.1		
(Also see Unit 1 for the Oral Reading Assessment Routine and Progress Tracker.)			
Profiles			
Student Profile: Weekly and Unit Assessments	A6.53		
Class Profile: Weekly and Unit Assessments	A6.55		
Student Profile: Strengths and Needs Summary	A6.56		
Writing Rubric	A6.57		
Unit Self-Assessment	A6.58		
Answer Keys and Rubrics	A6.59		
Leveled Reading Assessments			
Speaking and Listening Observation Log	LR6.4		
Reading Strategy Assessment	LR6.5		
Reader Reflection	LR6.7		

Online Assessment Resources

NGReach.com

Student Observation Log
 Writing Self-Assessment
 Writing Peer Assessment
 Hand-Scoring Answer Sheet
 Test-Taking Strategies Review
 Affective and Metacognitive Measures



Oral Reading Assessment

A home is on fire! A fire truck must hurry. It speeds on city roads.

What if the fire isn't on land? What if it is on a boat? That is different. Then a fireboat must go to fight the fire.

Cities on lakes and coasts need fireboats. An old oak sailboat on fire can sink fast. Rowboats can sink fast. Even a big, steel boat can sink! Fireboats can save them all.

Fireboats use pumps to soak fires with water. They use foam on some fires. Many fireboats use fire hoses.

A fireboat can't be slow. It needs speed to go and turn fast. It might tow boats at times.

Fireboats have a big job to do!

Oral Reading Assessment

COPY READY

A home is on fire! A fire truck must	9
hurry. It speeds on city roads.	15
What if the fire isn't on land? What if	24
it is on a boat? That is different. Then a	34
fireboat must go to fight the fire.	41
Cities on lakes and coasts need fireboats.	48
An old oak sailboat on fire can sink fast.	57
Rowboats can sink fast. Even a big, steel	64
boat can sink! Fireboats can save them	71
all.	72
Fireboats use pumps to soak fires with	79
water. They use foam on some fires. Many	87
fireboats use fire hoses.	91
A fireboat can't be slow. It needs speed	99
to go and turn fast. It might tow boats	108
at times.	110
Fireboats have a big job to do!	117

Miscue Observations

Oral Reading Assessment

Unit 6

2006 Hasbrouck & Tindal Oral Reading Fluency Data				
Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15

Accuracy and Rate

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

Oral Reading Fluency Rubrics				
Circle Score	Automaticity	Phrasing	Intonation	Expression
4	4 3 2 1 Reads smoothly and automatically. Pace is consistent.	4 3 2 1 Consistently pauses at all appropriate places in the text.	4 3 2 1 Changes pitch to match all of the content.	4 3 2 1 Reads with appropriate feeling for all content.
3	Reads most words automatically but still pauses to decode some words. Pace varies but is mostly consistent.	Frequently pauses at all appropriate places in the text.	Changes pitch to match some of the content.	Reads with appropriate feeling for most content.
2	Pauses to decode many words. Pace is slow with occasional stops and starts.	Occasionally pauses while reading the text.	Changes pitch, but does not match the content.	Reads with appropriate feeling for some content.
1	Can only read some high frequency words automatically. Pauses to decode all others or skips words. Pace is very slow and irregular with many stops and starts.	Rarely pauses while reading the text.	Does not change pitch.	Does not read with feeling.

Oral Reading Assessment

Unit 6

Retelling Rubric				
Circle Score	4	3	2	1
4	Child provides an accurate and complete retelling of the passage that includes the main idea and supporting details presented in a logical order.			
3	Child's retelling is accurate and coherent but some elements and supporting details may be missing.			
2	Child provides some details from the passage, but the retelling does not demonstrate understanding of the main idea and lacks coherence. Or, child may identify the topic without any elaboration.			
1	Child is not able to retell the passage or retells it inaccurately.			

Observations and Notes:

Oral Reading Assessment Wrap-up

- Ask the child about his or her reading. You can prompt the child with questions such as:
 - Did you have any problems reading this passage?*
 - If yes: *What problems did you have?*
 - What did you do when you didn't know a word?*
- Share the positive things you noticed about the child's reading, for example:
 - I noticed that you read with a lot of expression.*
 - Your reading is getting smoother. You don't stop as often as you used to.*
- Make suggestions about what improvements are needed, for example:
 - Try to read more smoothly without stopping between words.*
- If you asked the child to retell the story, make notes about what the child needs to improve, e.g., distinguish the main idea from details, or present events in the proper sequence.

Foundational Skills Test

Unit 6, Week 1

Phonological Awareness ✕

Administer this part of the test individually with each child. Record responses on a copy of the Student Profile on page A6.7.

Tested Skill	Assessment Routine	Items
Substitute Medial Sounds	Say a word and a <u>medial</u> sound to substitute. Have the student say the new word.	1 sock (soak) 3 filled (fold) 2 taste (toast) 4 bill (bowl)
Combine Syllables	Say a word slowly, syllable by syllable. Have the student put the syllables together to say the word.	5 sunglasses 6 outside
Segment Syllables	Say a word. Have the student clap and say each syllable.	7 seagull 8 daydream

COPY READY

Decoding ✕✕✕

- Vowel Digraphs & Patterns
- Compounds

The Decoding Test on page A6.6 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A6.7.

Say: *Listen to this word:* _____.
Choose the word _____.

- 1** boat
- 2** snow
- 3** gold

Say: *Choose the correct way to divide the word into syllables.* _____.

- 5** bathtub
- 6** roadblock
- 7** spaceship

High Frequency Words ✕

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A6.7.

Week 1

hurry

boy

turn

soon

air

different



✕ = one child ✕✕ = two children ✕✕✕ = three or more children

Foundational Skills Test

Unit 6, Week 1

COPY READY

- 1 (A) bat
(B) bolt
(C) boat



- 2 (A) snob
(B) snow
(C) snack



- 3 (A) gold
(B) gown
(C) greed



- 4 bathtub
(A) bath | tub
(B) bat | htub
(C) batht | ub

- 5 roadblock
(A) roa | dblock
(B) roadbl | ock
(C) road | block

- 6 spaceship
(A) space | ship
(B) spaces | hip
(C) spac | eship

Score
____/6

DONE!

Name _____

Foundational Skills

Unit 6

Put a check next to each word read correctly and an X next to each word read incorrectly.
Total each section of the test. Add all of the subtotals to get the weekly total.

Week 1 Date _____	Week 2 Date _____	Week 3 Date _____	Week 4 Date _____
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Substitute Medial Sounds Combine & Segment Syllables <p>sock (soak) <input type="checkbox"/></p> <p>taste (toast) <input type="checkbox"/></p> <p>filled (fold) <input type="checkbox"/></p> <p>bill (bowl) <input type="checkbox"/></p> <p>sunglasses <input type="checkbox"/></p> <p>outside <input type="checkbox"/></p> <p>seagull <input type="checkbox"/></p> <p>daydream <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p>	<p>Phonological Awareness</p> <ul style="list-style-type: none"> Substitute Medial Sounds Blend Sounds <p>moon (mine) <input type="checkbox"/></p> <p>rise (rose) <input type="checkbox"/></p> <p>set (sight) <input type="checkbox"/></p> <p>shin (shine) <input type="checkbox"/></p> <p>sunny <input type="checkbox"/></p> <p>snowy <input type="checkbox"/></p> <p>mailman <input type="checkbox"/></p> <p>pigtail <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p>	<p>Phonological Awareness</p> <ul style="list-style-type: none"> Delete Second Sound from Blends Substitute Medial Sounds <p>stack (sack) <input type="checkbox"/></p> <p>spoon (soon) <input type="checkbox"/></p> <p>trap (tap) <input type="checkbox"/></p> <p>black (back) <input type="checkbox"/></p> <p>loop (leap) <input type="checkbox"/></p> <p>soup (soap) <input type="checkbox"/></p> <p>group (grape) <input type="checkbox"/></p> <p>ride (rude) <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p>	<p>Phonological Awareness</p> <ul style="list-style-type: none"> Delete Second Sound from Blends Substitute Medial Sounds <p>brag (bag) <input type="checkbox"/></p> <p>claw (caw) <input type="checkbox"/></p> <p>spent (sent) <input type="checkbox"/></p> <p>drawn (dawn) <input type="checkbox"/></p> <p>take (took) <input type="checkbox"/></p> <p>hike (hook) <input type="checkbox"/></p> <p>broke (brook) <input type="checkbox"/></p> <p>sweet (sweat) <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p>
<p>Decoding</p> <ul style="list-style-type: none"> Vowel Digraphs & Patterns Compounds <p>boat <input type="checkbox"/></p> <p>snow <input type="checkbox"/></p> <p>gold <input type="checkbox"/></p> <p>bath tub <input type="checkbox"/></p> <p>road block <input type="checkbox"/></p> <p>space ship <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p>	<p>Decoding</p> <ul style="list-style-type: none"> Vowel Digraphs & Patterns Syllables <p>pie <input type="checkbox"/></p> <p>light <input type="checkbox"/></p> <p>night <input type="checkbox"/></p> <p>fol low <input type="checkbox"/></p> <p>bas ket <input type="checkbox"/></p> <p>nap kin <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p>	<p>Decoding</p> <ul style="list-style-type: none"> Vowel Digraphs & Patterns Syllables <p>moon <input type="checkbox"/></p> <p>news <input type="checkbox"/></p> <p>soup <input type="checkbox"/></p> <p>tube <input type="checkbox"/></p> <p>day light <input type="checkbox"/></p> <p>fe male <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p>	<p>Decoding</p> <ul style="list-style-type: none"> Vowel Digraphs & Patterns Syllables <p>chalk <input type="checkbox"/></p> <p>paw <input type="checkbox"/></p> <p>hood <input type="checkbox"/></p> <p>head <input type="checkbox"/></p> <p>cook book <input type="checkbox"/></p> <p>row boat <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p>
<p>High Frequency Words</p> <p>hurry <input type="checkbox"/></p> <p>boy <input type="checkbox"/></p> <p>turn <input type="checkbox"/></p> <p>soon <input type="checkbox"/></p> <p>air <input type="checkbox"/></p> <p>different <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p> <p>Weekly Total /20</p>	<p>High Frequency Words</p> <p>seven <input type="checkbox"/></p> <p>sometimes <input type="checkbox"/></p> <p>away <input type="checkbox"/></p> <p>above <input type="checkbox"/></p> <p>change <input type="checkbox"/></p> <p>again <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p> <p>Weekly Total /20</p>	<p>High Frequency Words</p> <p>now <input type="checkbox"/></p> <p>down <input type="checkbox"/></p> <p>been <input type="checkbox"/></p> <p>hard <input type="checkbox"/></p> <p>number <input type="checkbox"/></p> <p>push <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p> <p>Weekly Total /20</p>	<p>High Frequency Words</p> <p>word <input type="checkbox"/></p> <p>her <input type="checkbox"/></p> <p>house <input type="checkbox"/></p> <p>thought <input type="checkbox"/></p> <p>children <input type="checkbox"/></p> <p>school <input type="checkbox"/></p> <p>Total <input type="checkbox"/></p> <p>Weekly Total /20</p>

COPY READY

Reading Comprehension Test

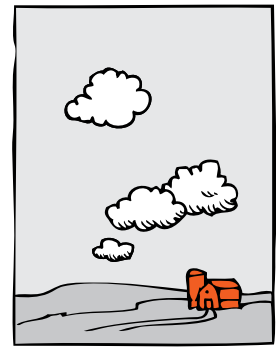
Unit 6, Week 1

Directions: Read the passage. Then answer the questions about the passage.

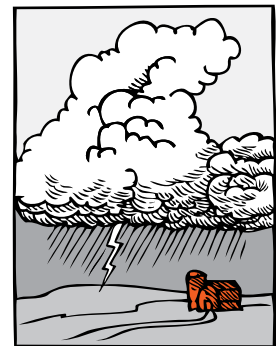
Summer Storms

COPY READY

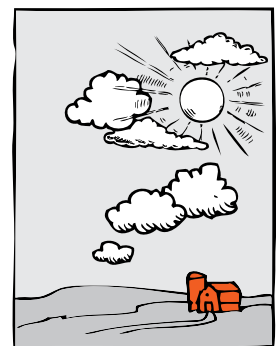
Summer storms can happen very fast. It might be sunny in the morning, with just a few small clouds.



By afternoon, the air has gotten hotter. Warm air rises. The warm air makes the clouds grow bigger. Some of them get tall and dark. These clouds turn into storms.



Next come the wind and rain. Everything gets wet. When the wind blows the clouds away, the sun shines again. The summer storm is over.

GO ON 

Reading Comprehension Test

Unit 6, Week 1

- 1** What causes the clouds to grow bigger?
- Ⓐ It starts to rain.
 - Ⓑ Warm air rises.
 - Ⓒ The wind blows.
- 2** After the storm, you can see the sun again because —
- Ⓐ the air gets hot.
 - Ⓑ everything is wet.
 - Ⓒ the clouds blow away.
- 3** After reading the passage and looking at the pictures, what inference can you make?
- Ⓐ Summer storms show that fall is coming.
 - Ⓑ Summer storms do not last very long.
 - Ⓒ Summer storms usually happen on farms.

COPY READY

Score

_____/3

DONE!

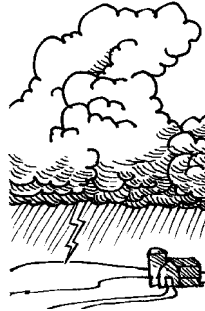
Vocabulary Test

Unit 6, Week 1

Directions: Choose the answer that completes the sentence correctly.

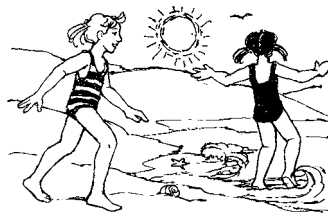
1 There is a _____.

- Ⓐ storm
- Ⓑ flower
- Ⓒ market



2 The _____ is warm.

- Ⓐ health
- Ⓑ length
- Ⓒ weather



3 There is a lot of _____ today.

- Ⓐ fur
- Ⓑ time
- Ⓒ wind



GO ON 

Vocabulary Test

Unit 6, Week 1

4 The leaves _____ away.

- Ⓐ look
- Ⓑ blow
- Ⓒ swim



5 The cat's fur _____ nice.

- Ⓐ feels
- Ⓑ shops
- Ⓒ counts



COPY READY

GO ON 

Vocabulary Test

Unit 6, Week 1

6 We are _____.

- Ⓐ flat
- Ⓑ long
- Ⓒ strong



7 This car drives _____.

- Ⓐ old
- Ⓑ fast
- Ⓒ wet



8 They walk _____.

- Ⓐ down
- Ⓑ before
- Ⓒ outside



GO ON 

Vocabulary Test

Unit 6, Week 1

9 Pillows are _____.

- Ⓐ soft
- Ⓑ early
- Ⓒ right



10 This toaster uses _____.

- Ⓐ height
- Ⓑ power
- Ⓒ ideas



COPY READY

Score

_____/10

DONE!

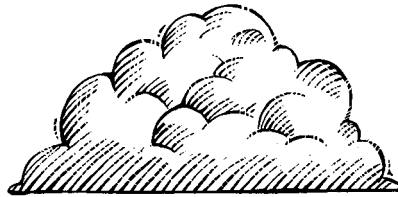
Grammar and Writing Test

Unit 6, Week 1

Directions: Choose the answer that completes the sentence correctly.

- 1 The clouds are dark, _____ it looks like it is going to rain.

- (A) or
(B) but
(C) and

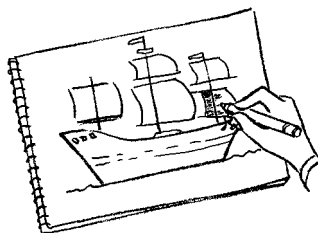


- 2 Rain is good for plants, _____ we don't like to get wet.

- (A) or
(B) but
(C) and

- 3 We can choose to read a book, _____ we can draw.

- (A) or
(B) but
(C) and

GO ON 

Grammar and Writing Test

Unit 6, Week 1

4 We put on our raincoats, _____
we played in the rain.

- (A) or
- (B) but
- (C) and



5 Think about a storm. It could be a storm you have seen or one you have heard about. Write a sentence to tell about two things that happen during the storm.

Score
_____/4 multiple-choice
_____/4 writing

DONE!

Foundational Skills Test

Unit 6, Week 2

Phonological Awareness ✕

Administer this part of the test individually with each child. Record responses on a copy of the Student Profile on page A6.7.

Tested Skill	Assessment Routine	Items
Substitute Medial Sounds	Say a word and a <u>medial</u> sound to substitute. Have the student say the new word.	1 moon (mine) 3 set (sight) 2 rise (rose) 4 shin (shine)
Blend Sounds	Say a word slowly. Have the student say the word fast.	5 sunny 7 mailman 6 snowy 8 pigtail

COPY READY

Decoding ✕✕✕

• Vowel Digraphs & Patterns

• Syllables

The Decoding Test on page A6.17 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A6.7.

Say: *Listen to this word:* _____.
Choose the word _____.

- 1** pie
- 2** light
- 3** night

Say: *Choose the correct way to divide the word into syllables.*

- 4** follow
- 5** basket
- 6** napkin

High Frequency Words ✕

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A6.7.

Week 2

seven

sometimes

away

above

change

again

✕ = one child ✕✕ = two children ✕✕✕ = three or more children

Foundational Skills Test

Unit 6, Week 2

- 1 (A) pay
(B) pie
(C) pea



- 2 (A) leg
(B) leak
(C) light



- 3 (A) nice
(B) niece
(C) night



- 4 follow
(A) foll | ow
(B) fo | llow
(C) fol | low

- 5 basket
(A) bas | ket
(B) bask | et
(C) ba | sket

- 6 napkin
(A) na | pkin
(B) nap | kin
(C) napk | in

Score
_____/6

DONE!

Reading Comprehension Test

Unit 6, Week 2

Directions: Read the story. Then answer the questions about the story.

Lost in the City

Bob and Grandpa were looking for a store. They were unhappy because they got lost. Then it started to rain!

The cars honked. The sounds made Bob jump. It rained hard. Grandpa pulled out a map. They tried to read it, but it got wet. “We need help finding the store,” said Grandpa.

They saw a police officer. He told them, “The store is on the next street.” Bob and Grandpa smiled and said thanks. Now they can finish shopping!

GO ON

Reading Comprehension Test

Unit 6, Week 2

- 1 What does Grandpa do after it starts to rain?
- Ⓐ gets out a map
 - Ⓑ jumps when the cars honk
 - Ⓒ gives directions to the store
- 2 Who feels lost?
- Ⓐ only Bob
 - Ⓑ only Grandpa
 - Ⓒ both Bob and Grandpa
- 3 After talking to the police officer, both Grandpa and Bob feel —
- Ⓐ tired.
 - Ⓑ proud.
 - Ⓒ happy.

COPY READY

Score

_____/3

DONE!

Vocabulary Test

Unit 6, Week 2

Directions: Read the question.
Choose the best answer.

- 1** What does basketball mean?
- Ⓐ a basket made for balls
 - Ⓑ a ball that goes in a basket
 - Ⓒ a ball that looks like a basket
- 2** What does flowerpot mean?
- Ⓐ a pot for flowers
 - Ⓑ a flower from a pot
 - Ⓒ a pot that looks like a flower

COPY READY

GO ON 

Name _____ Date _____

Vocabulary Test

Unit 6, Week 2

- 3 What does sunlight mean?
- Ⓐ light as bright as the sun
 - Ⓑ a sun that makes light
 - Ⓒ light from the sun
- 4 What does playground mean?
- Ⓐ ground where you can play
 - Ⓑ playing on the ground
 - Ⓒ ground to play with

COPY READY

Score

_____/4

DONE!

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Grade 1 Assessment

A6.21

Unit 6 | Up in the Air

Grammar and Writing Test

Unit 6, Week 2

Directions: Choose the answer that completes the sentence correctly.

1 _____ is she putting on her feet?

- Ⓐ Who
- Ⓑ What
- Ⓒ When



2 _____ she know how to make a snowman?

- Ⓐ Do
- Ⓑ Does

3 _____ does summer start?

- Ⓐ When
- Ⓑ What
- Ⓒ Where

GO ON 

Grammar and Writing Test

Unit 6, Week 2

4 _____ is sliding down the hill?

- (A) Who
- (B) When
- (C) Where



5 Think of something you want to know about the wind. Write a question to send to a weather scientist. Use a question word.

Score
_____/4 multiple-choice
_____/4 writing

DONE!

Foundational Skills Test

Unit 6, Week 3

Phonological Awareness ✖

Administer this part of the test individually with each child. Record responses on a copy of the Student Profile on page A6.7.

Tested Skill	Assessment Routine	Items
Delete Second Sound from Blends	Say a word and a <u>second</u> sound to take away. Have the student say the new word.	1 stack (sack) 3 trap (tap) 2 spoon (soon) 4 black (back)
Substitute Medial Sounds	Say a word and a <u>medial</u> sound to substitute. Have the student say the new word.	5 loop (leap) 7 group (grape) 6 soup (soap) 8 ride (rude)

COPY READY

Decoding ✖✖✖

• Vowel Digraphs & Patterns

• Syllables

The Decoding Test on page A6.25 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A6.7.

Say: *Listen to this word:* _____.
Choose the word _____.

- 1** moon
- 2** news
- 3** soup
- 4** tube

Say: *Choose the correct way to divide the word into syllables.*

- 5** daylight
- 6** female

High Frequency Words ✖

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A6.7.

Week 3

now
down
been
hard
number
push



✖ = one child ✖✖ = two children ✖✖✖ = three or more children

Foundational Skills Test

Unit 6, Week 3

- 1 (A) mean
(B) meat
(C) moon



- 2 (A) news
(B) nests
(C) naps



- 3 (A) soap
(B) seep
(C) soup



- 4 (A) tub
(B) tube
(C) true



- 5 daylight
(A) da | ylight
(B) dayli | ght
(C) day | light

- 6 female
(A) fe | male
(B) fem | ale
(C) fema | le

Score
_____/6

DONE!

Reading Comprehension Test

Unit 6, Week 3

Directions: Read the story. Then answer the questions about the story.

All Kinds of Weather

Abby and Jo were sisters. They loved all kinds of weather. In the fall, they jumped in puddles. At night, the girls listened to rain on the roof.

Winter days were great, too. They would build snow forts. At night, a fire warmed the girls' toes.

Spring days were special. There were kites to fly. At night, wind blew in the trees.

Summer days were best of all. Abby and Jo filled balloons with water. The girls played catch with them, waiting for a balloon to break! At night, the sisters liked to camp under the stars.

A red arrow pointing to the right with the words "GO ON" written inside in white capital letters.

Reading Comprehension Test

Unit 6, Week 3

- 1 On fall nights, Abby and Jo like to —
- Ⓐ get warm by a fire.
 - Ⓑ camp under the stars.
 - Ⓒ listen to rain on the roof.
- 2 In the spring, Abby and Jo like to —
- Ⓐ fly kites.
 - Ⓑ jump in puddles.
 - Ⓒ play with balloons.
- 3 Why do Abby and Jo love all kinds of weather?
- Ⓐ They like to play in water.
 - Ⓑ They always have something fun to do.
 - Ⓒ They can stay inside and keep warm.

COPY READY

Score

_____/3

DONE!

Vocabulary Test

Unit 6, Week 3

Directions: Choose the answer that completes the sentence correctly.

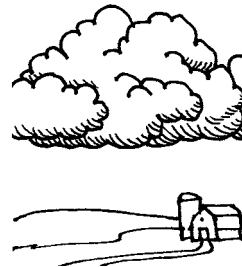
1 It is _____.

- Ⓐ ready
- Ⓑ snowy
- Ⓒ brown



2 It is _____.

- Ⓐ living
- Ⓑ happy
- Ⓒ cloudy



3 It is _____.

- Ⓐ rainy
- Ⓑ funny
- Ⓒ yellow



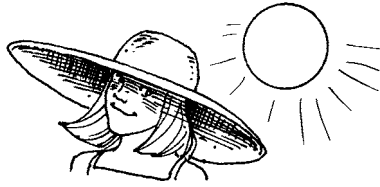
GO ON 

Vocabulary Test

Unit 6, Week 3

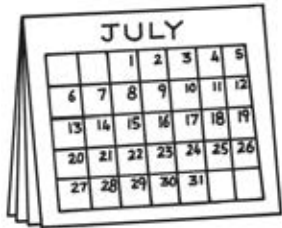
4 It is _____.

- Ⓐ blue
- Ⓑ little
- Ⓒ sunny



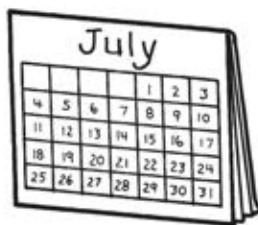
5 This is a _____.

- Ⓐ business
- Ⓑ calendar
- Ⓒ butterfly



6 This _____ is July.

- Ⓐ color
- Ⓑ shape
- Ⓒ month



GO ON 

Vocabulary Test

Unit 6, Week 3

7 The weather changes all _____.

- Ⓐ size
- Ⓑ year
- Ⓒ body



8 The blanket keeps us _____.

- Ⓐ fun
- Ⓑ warm
- Ⓒ special



9 The fan keeps me _____.

- Ⓐ dark
- Ⓑ cool
- Ⓒ alike



GO ON 

Vocabulary Test

Unit 6, Week 3

10 The stove is _____.

- Ⓐ hot
- Ⓑ alive
- Ⓒ glad



11 It's _____ today.

- Ⓐ big
- Ⓑ high
- Ⓒ cold



12 The _____ is 8° Fahrenheit.

- Ⓐ caterpillar
- Ⓑ movement
- Ⓒ temperature



Score

_____/12

DONE!

Grammar and Writing Test

Unit 6, Week 3

Directions: Choose the answer that completes the sentence correctly.

- 1 Find a place you want to learn about,
_____ point to it.

- (A) or
(B) but
(C) and



- 2 I run _____ in the rain.

- (A) warm coat
(B) my big sister
(C) home from school

- 3 Put a sweater on, _____ wear
a coat instead.

- (A) or
(B) but
(C) and

GO ON 

Grammar and Writing Test

Unit 6, Week 3

4 Come inside _____ before you get too wet.

- (A) rain
- (B) now
- (C) wear



5 Write a sentence to tell about your favorite kind of weather. Use words that tell what your favorite weather looks, feels, sounds, or smells like.

Score
_____/4 multiple-choice
_____/4 writing

DONE!

Foundational Skills Test

Unit 6, Week 4

Phonological Awareness ✖

Administer this part of the test individually with each child. Record responses on a copy of the Student Profile on page A6.7.

Tested Skill	Assessment Routine	Items
Delete Second Sound from Blends	Say a word and a <u>second</u> sound to take away. Have the student say the new word.	1 brag (bag) 3 spent (sent) 2 claw (caw) 4 drawn (dawn)
Substitute Medial Sounds	Say a word and a <u>medial</u> sound to substitute. Have the student say the new word.	5 take (took) 7 broke (brook) 6 hike (hook) 8 sweet (sweat)

COPY READY

Decoding ✖✖✖

- Vowel Digraphs & Patterns
- Syllables

The Decoding Test on page A6.35 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A6.7.

Say: *Listen to this word:* _____.
Choose the word _____.

- 1** chalk
- 2** paw
- 3** hood
- 4** head

Say: *Choose the correct way to divide the word into syllables.*

- 5** cookbook
- 6** rowboat

High Frequency Words ✖

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A6.7.

Week 4

word

her

house

thought

children

school

✖ = one child ✖✖ = two children ✖✖✖ = three or more children

Foundational Skills Test

Unit 6, Week 4

- 1 (A) cheek
(B) chalk
(C) choke



- 4 (A) hide
(B) heed
(C) head



- 2 (A) paw
(B) pea
(C) pie



- 5 cookbook
(A) coo | kbook
(B) cook | book
(C) cookb | ook

- 3 (A) hot
(B) home
(C) hood



- 6 rowboat
(A) row | boat
(B) ro | wboat
(C) rowb | oat

Score
_____/6

DONE!

Reading Comprehension Test

Unit Test

Directions: Read the story. Then answer the questions about the story.

A Snowy Day

When Ken looked out the window, snow was falling from the sky. He ate breakfast, and then helped his mom clean up. After that, Ken put on his coat and gloves. He went outside. The world was white with snow.

Tina waved at Ken and came over to play. They ran, jumped, and threw snowballs. They built a snowman. They laughed and sat in the soft snow.

Ken and Tina stayed out for a long time. Ken started to feel cold, so he and Tina walked home. It was time to play inside.

GO ON 

Reading Comprehension Test

Unit Test

- 1 In the story, Ken and Tina both —
- Ⓐ look out the window.
 - Ⓑ sit in the soft snow.
 - Ⓒ help clean up after breakfast.
- 2 Ken builds a snowman. What are some other things he does in the snow?
- Ⓐ runs and jumps
 - Ⓑ wakes up and eats
 - Ⓒ helps his mom clean up

COPY READY

GO ON 

Reading Comprehension Test

Unit Test

COPY READY

- 3** In this story, the coat and gloves are things that —
- Ⓐ go on a snowman.
 - Ⓑ need to be cleaned.
 - Ⓒ keep someone warm.
- 4** When Ken gets cold, he —
- Ⓐ waves to Tina.
 - Ⓑ walks home with Tina.
 - Ⓒ throws snowballs at Tina.

GO ON 

Reading Comprehension Test

Unit Test

Directions: Read the interview. Then answer the questions about the interview.

FREEZING RAIN

Josh's Interview with
Scientist Sue Green



What is freezing rain?



It is rain that turns to ice when it falls on something cold.



Why does this happen?



Sometimes snow hits warm air and changes into rain. Then the rain gets very cold again. Then the rain turns into ice when it lands.

GO ON 

Reading Comprehension Test**Unit Test**

What happens when we have
freezing rain?



Freezing rain covers the ground with ice.
It lands on cars and houses.
It covers everything with ice. People can
slip and fall. Cars can slide all over the
road. It's best to stay inside if you can.

- 5** Freezing rain is caused when —
- Ⓐ rain turns to ice on the ground.
 - Ⓑ snow falls on something warm.
 - Ⓒ ice covers cars and houses.

GO ON

Reading Comprehension Test

Unit Test

- 6 What is one effect of freezing rain?
- Ⓐ It turns into ice.
 - Ⓑ It changes in warm air.
 - Ⓒ It can make people slip.
- 7 After a freezing rain, it is probably not safe to —
- Ⓐ drive a car.
 - Ⓑ be inside a house.
 - Ⓒ look out a window.
- 8 Which of these passages informs about the weather?
- Ⓐ A Snowy Day
 - Ⓑ Freezing Rain

COPY READY

GO ON 

Reading Comprehension Test

Unit Test

Directions: Read the article. Then answer the questions about the article.

Hail

Sometimes little balls of ice fall from the sky. This is called a hailstorm. Here's how this happens.

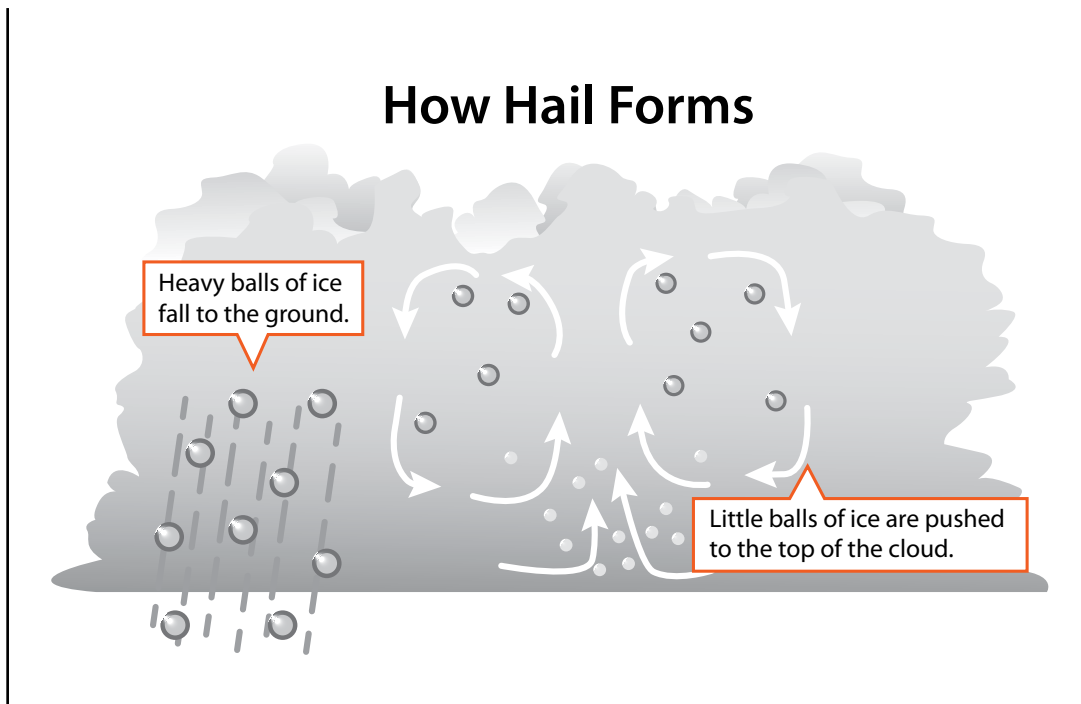
The wind pushes drops of water up. They hit cold air. The drops freeze. The little balls of ice start to fall. The wind pushes them up again. This can happen over and over. The ice balls keep getting bigger.

Finally, the ice balls are too heavy for the wind to push. Then they fall to the ground. These ice balls are called hailstones. If hailstones hit a roof or window, you can hear them—ping!

GO ON 

Reading Comprehension Test

Unit Test



COPY READY

- 9 The balls of ice are probably called hailstones because they —
- Ⓐ land on the ground.
 - Ⓑ are hard and round.
 - Ⓒ fall down from the sky.

GO ON 

Reading Comprehension Test**Unit Test****COPY READY**

- 10** The interview “Freezing Rain” and the article “Hail” are alike because they both —
- Ⓐ explain about weather.
 - Ⓑ share a story about weather.
 - Ⓒ tell what to do in bad weather.
- 11** The interview and the article both have —
- Ⓐ questions and answers.
 - Ⓑ photos.
 - Ⓒ titles.
- 12** The article is different from the interview because it shows—
- Ⓐ a photo of who is giving information.
 - Ⓑ what can happen during bad weather.
 - Ⓒ a diagram of how something happens.

Score

_____/12

DONE!

Vocabulary Test

Unit Test

Directions: Read the question.
Choose the correct answer.

- 1** What does fireplace mean?
- Ⓐ a fire that happened in a certain place
 - Ⓑ a place that burned in a fire
 - Ⓒ a place to make a fire
- 2** What does notebook mean?
- Ⓐ a note for a book
 - Ⓑ a book to write notes in
 - Ⓒ a book that makes notes

COPY READY



Vocabulary Test

Unit Test

- 3** What does rattlesnake mean?
- Ⓐ a snake that sounds like a rattle
 - Ⓑ a rattle that sounds like a snake
 - Ⓒ a snake that looks like a rattle
- 4** What does houseplant mean?
- Ⓐ a house to grow plants in
 - Ⓑ a plant that grows inside a house
 - Ⓒ a house with lots of plants around it

COPY READY

GO ON 

Vocabulary Test

Unit Test

Directions: Choose the answer that completes the sentence correctly.

- 5 The _____ moves the leaves.
- Ⓐ wind
 - Ⓑ calendar
 - Ⓒ temperature
- 6 It is wet outside. It is a _____ day.
- Ⓐ rainy
 - Ⓑ sunny
 - Ⓒ cloudy
- 7 When the _____ is cold, it can snow.
- Ⓐ power
 - Ⓑ feature
 - Ⓒ temperature

GO ON 

Vocabulary Test

Unit Test

- 8** The _____ of the storm made the trees fall down.
- Ⓐ power
 - Ⓑ weather
 - Ⓒ sequence
- 9** The _____ shows the date of the field trip.
- Ⓐ year
 - Ⓑ month
 - Ⓒ calendar
- 10** A _____ rain made big puddles.
- Ⓐ soft
 - Ⓑ strong
 - Ⓒ cloudy

COPY READY

Score
_____/10

DONE!

Grammar and Writing Test

Unit Test

Directions: Choose the answer that completes the sentence correctly.

1 _____ are you standing in the wind?

- Ⓐ Why
- Ⓑ Who
- Ⓒ What

2 Has the snow stopped, _____ is it still coming down?

- Ⓐ or
- Ⓑ but
- Ⓒ and

3 _____ your family like to camp in the mountains?

- Ⓐ Do
- Ⓑ Does

GO ON 

Grammar and Writing Test

Unit Test

COPY READY

4 _____ are you going on your trip?

- Ⓐ When
- Ⓑ What
- Ⓒ Who

5 Billy wants to make a snowman,
_____ there isn't enough snow yet.

- Ⓐ or
- Ⓑ and
- Ⓒ but

6 My family _____ goes ice skating
in winter.

- Ⓐ big
- Ⓑ always
- Ⓒ snowfall

GO ON 

Grammar and Writing Test

Unit Test

- 7 What grade are you in, _____ who is your teacher?
- Ⓐ or
 - Ⓑ but
 - Ⓒ and
- 8 Look at the _____ sky!
- Ⓐ soon
 - Ⓑ clouds
 - Ⓒ beautiful
- 9 _____ are you getting to the beach?
- Ⓐ How
 - Ⓑ Who
 - Ⓒ Where

COPY READY

GO ON 

Grammar and Writing Test

Unit Test

- 10 Have fun in the snow, _____ don't get too cold.
- Ⓐ or
 - Ⓑ but
 - Ⓒ and

11 Pretend you are a TV weather reporter. Write a report to tell people what the weather will be like for the rest of the day. Describe the weather. Then tell people how to prepare for the weather.

Score
_____/10 multiple-choice
_____/4 weekly writing skill
_____/24 writing traits

DONE!

Name _____ Date _____

Weekly and Unit Assessments

Unit 6

Enter the scores for the Oral Reading Assessment administered in this unit.

Oral Reading Assessment	wcpm	Oral Reading Fluency Rubrics				Retelling
		Automaticity	Phrasing	Intonation	Expression	
		_____/4	_____/4	_____/4	_____/4	_____/4

Enter the scores from the Spelling Pre-Test and the End-of-Week Test in the table. Calculate the percent for each End-of-Week Test or use the conversion charts on page A6.61.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.1.Rfou.3, L.2.d, L.2.e	_____/16	_____/16	_____/16	_____/16
End-of-Week Test CC.1.Rfou.3, L.2.d, L.2.e	_____/16 ____%	_____/16 ____%	_____/16 ____%	_____/16 ____%

Circle the item number for each item answered correctly. Assign 1 point for each correct answer. For tests scored with rubrics, enter the student's rubric scores. Calculate the percent of the overall score or use the conversion charts on page A6.61.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Connections in Informational Text CC.1.Rinf.3	1 2			5 6	_____/4
Make Inferences	3		3	7 9	_____/4
Characters CC.1.Rlit.9		1 2 3		1 4	_____/5
Use Illustrations and Details CC.1.Rlit.7			1 2	2 3	_____/4
Compare Texts CC.1.Rinf.9				8 10 11 12	_____/4
Total	____/3 ____%	____/3 ____%	____/3 ____%	____/12 ____%	

Vocabulary Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Science Vocabulary CC.1.L.4	1 2 3 4 5		1 2 3 4 5 6 7	5 6 9	_____/15
Academic Vocabulary CC.1.L.4	6 7 8 9 10		8 9 10 11 12	7 8 10	_____/13
Compound Words CC.1.L.4, Rfou.3		1 2 3 4		1 2 3 4	_____/8
Total	____/10 ____%	____/4 ____%	____/12 ____%	____/10 ____%	

Name _____ Date _____

Weekly and Unit Assessments

Unit 6

COPY READY

Grammar and Writing Tests		Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
		Week 1	Week 2	Week 3		
Grammar	Sentence Structure CC.1.L.1.j, L.1.g	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4 5 6 7 8 9 10	_____/22
	Subtotal	_____/4	_____/4	_____/4	_____/10	
Weekly Writing Skills (Writing Prompts)	Write a Narrative Sentence CC.1.W.3	_____/4				_____/4
	Write a Question CC.1.L.1.j		_____/4			_____/4
	Write a Descriptive Sentence CC.1.W.5			_____/4		_____/4
	Write Informative Text CC.1.W.2				_____/4	_____/4
Subtotal		_____/4	_____/4	_____/4	_____/4	
Total		_____/8 ____%	_____/8 ____%	_____/8 ____%	_____/14 ____%	

Unit Test Writing Prompt—Traits	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Total
CC.1.W.2	_____/4	_____/4	_____/4	_____/4	_____/4	_____/4	_____/24

Fill in the strategy or the strategies used each week and enter the score.

Reading Strategy Assessments	Week 1	Week 2	Week 3	Week 4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4

Weekly and Unit Assessments

Unit 6

The Class Profile will help you group students for review and reteaching. Use the Student Profiles to complete this summary information for your class. Write a minus sign (-) if the student would benefit from review and reteaching.

Student Name

		Student Name											
Reading Comprehension	Connections in Informational Text CC.1.Rinf.3												
	Make Inferences												
	Characters CC.1.Rlit.9												
	Use Illustrations and Details CC.1.Rlit.7												
	Compare Texts CC.1.Rinf.9												
Grammar and Writing	Sentence Structure CC.1.L.1.j, L.1.g												
	Writing in Response to Prompt CC.1.W.2, W.3, W.5, L.1.j												
Vocabulary	Science Vocabulary CC.1.L.4												
	Academic Vocabulary CC.1.L.4												
	Compound Words CC.1.L.4, Rfou.3												

COPY READY

Name _____ Date _____

Strengths and Needs Summary

Use this chart to summarize the strengths and needs of individual students. This information will be helpful during student conferences and for instructional planning.

	Consistent Strengths	Some Successes	Greatest Needs
Reading Comprehension			
Oral Reading			
Vocabulary			
Spelling			
Grammar			
Writing			

Writing Rubric

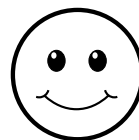
Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	<ul style="list-style-type: none"> The message is clear and focused. Details are accurate and relevant, showing excellent understanding of the topic. 	<ul style="list-style-type: none"> The structure is clear and fits the purpose. All content flows in a logical sequence. 	<ul style="list-style-type: none"> The tone is appropriate for the purpose and the audience. The writing sounds genuine. 	<ul style="list-style-type: none"> Appropriate words were chosen to clearly convey the message. The language consistently grabs readers' attention. 	<ul style="list-style-type: none"> All sentences are varied and effective and have transitions. When read aloud, the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has only a few minor errors in spelling, capitalization, and punctuation. The writing has only a few minor errors in grammar and usage. 	<ul style="list-style-type: none"> The text is presented in an orderly way. Visuals are appropriate and support meaning. Letter formation or handwriting is neat and legible.
3	<ul style="list-style-type: none"> Most of the writing has a clear and focused message. Most details are accurate and relevant, showing good understanding of the topic. 	<ul style="list-style-type: none"> Most of the structure is clear and fits the purpose. Most of the content flows in a logical sequence. 	<ul style="list-style-type: none"> The tone is mostly appropriate for the purpose and the audience. Most of the writing sounds genuine. 	<ul style="list-style-type: none"> Many appropriate words were chosen to clearly convey the message. Most of the language grabs readers' attention. 	<ul style="list-style-type: none"> Most sentences are varied and effective and have transitions. When read aloud, most of the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has some minor errors in spelling, capitalization, and punctuation. The writing has some errors in grammar and usage. 	<ul style="list-style-type: none"> Most of the text is presented in an orderly way. Most visuals are appropriate and support meaning. Most of the letter formation or handwriting is neat and legible.
2	<ul style="list-style-type: none"> The message is present, but somewhat unclear or confusing. Some details are accurate and relevant, showing some understanding of the topic. 	<ul style="list-style-type: none"> The structure is confusing and does not fit the purpose. Some content flows in a logical sequence. 	<ul style="list-style-type: none"> The tone is sometimes appropriate for the purpose and the audience. Some of the writing sounds genuine. 	<ul style="list-style-type: none"> Some appropriate words were chosen to clearly convey the message. Some of the language grabs readers' attention. 	<ul style="list-style-type: none"> Some sentences are varied and effective and have transitions. When read aloud, some of the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has several errors in spelling, punctuation, and capitalization. The writing has several errors in grammar and usage. 	<ul style="list-style-type: none"> Some of the text is presented in an orderly way. Some visuals are appropriate and support meaning. Some of the letter formation or handwriting is neat and legible.
1	<ul style="list-style-type: none"> The writing does not have a clear, focused message. Few or no details are included, showing little or no understanding of the topic. 	<ul style="list-style-type: none"> There is no structure or it is barely discernible. The content does not flow in a logical sequence. 	<ul style="list-style-type: none"> The tone is not appropriate for the purpose and the audience. The writing does not sound genuine. 	<ul style="list-style-type: none"> Few appropriate words were chosen to clearly convey the message. Little or none of the language grabs readers' attention. 	<ul style="list-style-type: none"> Few or none of the sentences are varied, effective, or complete. Few or no transitions are present. When read aloud, the writing sounds unnatural. 	<ul style="list-style-type: none"> The writing has many errors in spelling, punctuation, and capitalization. The writing has many errors in grammar and usage. 	<ul style="list-style-type: none"> The text is not presented in an orderly way. Visuals are not appropriate and do not support meaning, or they do not exist. Letter formation or handwriting is not legible.

Unit Self-Assessment

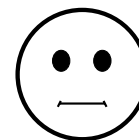
Unit 6

Directions: Mark a ✓ in one box for each skill.

When I read, I can...



yes



not yet

understand the meaning of compound words.		
make inferences.		
find causes and effects.		
understand and compare different characters.		
classify details.		
compare two texts.		

COPY READY

Answer Keys and Rubrics

Unit 6

Reading Comprehension			
Week 1			
Item	Key	Item Descriptor	CCSS Code
1	B	Cause and Effect	CC.1.Rinf.3
2	C	Cause and Effect	CC.1.Rinf.3
3	C	Make Inferences	
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	A	Characters' Actions	CC.1.Rlit.9
2	C	Compare Characters' Experiences	CC.1.Rlit.9
3	C	Characters' Experiences	CC.1.Rlit.9
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	C	Classify Details	CC.1.Rlit.7
2	A	Classify Details	CC.1.Rlit.7
3	B	Make Inferences	
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	B	Compare Characters' Experiences	CC.1.Rlit.9
2	A	Classify Details	CC.1.Rlit.7
3	C	Classify Details	CC.1.Rlit.7
4	B	Characters' Actions	CC.1.Rlit.9
5	A	Cause and Effect	CC.1.Rinf.3
6	C	Cause and Effect	CC.1.Rinf.3
7	A	Make Inferences	
8	B	Compare Texts	CC.1.Rinf.9
9	B	Make Inferences	
10	A	Compare Texts	CC.1.Rinf.9
11	C	Compare Texts	CC.1.Rinf.9
12	C	Compare Texts	CC.1.Rinf.9

Vocabulary					
Week 1 CC.1.L.4			Week 3 CC.1.L.4		
Item	Key	Word	Item	Key	Word
1	A	storm	1	B	snowy
2	C	weather	2	C	cloudy
3	C	wind	3	A	rainy
4	B	blow	4	C	sunny
5	A	feels	5	B	calendar
6	C	strong	6	C	month
7	B	fast	7	B	year
8	C	outside	8	B	warm
9	A	soft	9	B	cool
10	B	power	10	A	hot
			11	C	cold
			12	C	temperature

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	B	Compound Words	CC.1.L.4, Rfou.3
2	A	Compound Words	CC.1.L.4, Rfou.3
3	C	Compound Words	CC.1.L.4, Rfou.3
4	A	Compound Words	CC.1.L.4, Rfou.3
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	C	Compound Words	CC.1.L.4, Rfou.3
2	B	Compound Words	CC.1.L.4, Rfou.3
3	A	Compound Words	CC.1.L.4, Rfou.3
4	B	Compound Words	CC.1.L.4, Rfou.3
5	A	Science Vocabulary	CC.1.L.4
6	A	Science Vocabulary	CC.1.L.4
7	C	Academic Vocabulary	CC.1.L.4
8	A	Academic Vocabulary	CC.1.L.4
9	C	Science Vocabulary	CC.1.L.4
10	B	Academic Vocabulary	CC.1.L.4

COPY READY

Answer Keys and Rubrics

COPY READY

Grammar and Writing							
Week 1				Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code	Item	Key	Item Descriptor	CCSS Code
1	C	Compound Sentences (declarative)	CC.1.L.1.j, L.1.g	1	A	Ask Questions	CC.1.L.1.j
2	B	Compound Sentences (declarative)	CC.1.L.1.j, L.1.g	2	A	Compound Sentences (question)	CC.1.L.1.j, L.1.g
3	A	Compound Sentences (declarative)	CC.1.L.1.j, L.1.g	3	B	Ask Questions	CC.1.L.1.j
4	C	Compound Sentences (declarative)	CC.1.L.1.j, L.1.g	4	A	Ask Questions	CC.1.L.1.j
Prompt (5)	Skill Rubric	Write a Narrative Sentence	CC.1.W.3	5	C	Compound Sentences (declarative)	CC.1.L.1.j, L.1.g
Week 2				6	B	Expand Sentences	CC.1.L.1.j
Item	Key	Item Descriptor	CCSS Code	7	C	Compound Sentences (question)	CC.1.L.1.j, L.1.g
1	B	Ask Questions	CC.1.L.1.j	8	C	Expand Sentences	CC.1.L.1.j
2	B	Ask Questions	CC.1.L.1.j	9	A	Ask Questions	CC.1.L.1.j
3	A	Ask Questions	CC.1.L.1.j	10	B	Compound Sentences (command)	CC.1.L.1.j, L.1.g
4	A	Ask Questions	CC.1.L.1.j	Prompt (11)	Skill Rubric; Writing Rubric	Write Informative Text	CC.1.W.2
Prompt (5)	Skill Rubric	Write a Question	CC.1.L.1.j				
Week 3							
Item	Key	Item Descriptor	CCSS Code				
1	C	Compound Sentences (commands)	CC.1.L.1.j, L.1.g				
2	C	Expand Sentences	CC.1.L.1.j				
3	A	Compound Sentences (commands)	CC.1.L.1.j, L.1.g				
4	B	Expand Sentences	CC.1.L.1.j				
Prompt (5)	Skill Rubric	Write a Descriptive Sentence	CC.1.W.5				

Use the Skill Rubrics to score student responses for weekly skills or editing. Use the Writing Rubric to assess the writing traits of student responses for the Unit Test writing prompt. The Writing Rubric is located on page A6.57.

Grammar and Writing	
Week 1 Skill Rubric Item 5 (Prompt) Write a Narrative Sentence	
Child writes a narrative sentence about a storm that	
4 points	tells what happens using clear words.
3 points	tells what happens using adequate words.
2 points	tells what happens using vague words.
1 point	does not tell what happens or is unclear.
Week 2 Skill Rubric Item 5 (Prompt) Write a Question	
Child writes a question that is	
4 points	clear, focused, and accurately formed.
3 points	adequately focused and accurately formed.
2 points	somewhat focused and adequately formed.
1 point	unfocused or poorly formed.
Week 3 Skill Rubric Item 5 (Prompt) Write a Descriptive Sentence	
Child writes a descriptive sentence that	
4 points	clearly describes a type of weather.
3 points	adequately describes a type of weather.
2 points	vaguely describes a type of weather.
1 point	minimally describes a type of weather.

Grammar and Writing	
Unit Test Week 4 Skill Rubric Item 11 (Prompt) Write Informative Text	
Child writes a weather report that is	
4 points	informative and clearly describes the weather.
3 points	informative and adequately describes the weather.
2 points	somewhat informative and vaguely describes the weather.
1 point	not informative or does not describe the weather.

Conversion Charts: Points Earned to Percent Scored

3 points

Points	1	2	3
%	33	67	100

4 points

Points	1	2	3	4
%	25	50	75	100

8 points

Points	1	2	3	4	5	6	7	8
%	13	25	38	50	63	75	88	100

10 points

Points	1	2	3	4	5	6	7	8	9	10
%	10	20	30	40	50	60	70	80	90	100

12 points

Points	1	2	3	4	5	6	7	8	9	10	11	12
%	8	17	25	33	42	50	58	67	75	83	92	100

14 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14
%	7	14	21	29	36	43	50	57	64	71	79	86	93	100

16 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
%	6	13	19	25	31	38	44	50	56	63	69	75	81	88	94	100

Cause and Effect

Reteach

To find **cause and effect**, first look for what happens in a story. That is the **effect**. Next, look for why it happens. That is the **cause**.

- An **effect** is what happens.
- A **cause** is why it happens.

Sometimes, there is more than one effect.



Effect: The pins fall.
Cause: The ball hits them.

A Wet Ride

The sky is sunny, so Lot goes for a bike ride. Then dark clouds fill the sky. The wind blows hard. Lot heads back home. He pedals fast. It begins to rain. Lot gets wet. When he gets home, he is tired.



Read the effect. Circle the cause or why it happens.

1. Lot goes for a bike ride. (The sky was sunny./It begins to rain.)
2. Lot heads back home. (He pedals fast./The wind blows hard.)

Read the cause. Circle the effect or what happens.

3. It begins to rain. (Lot gets wet. He pedals fast.)
4. When he gets home, he is tired. (Lot heads back home. He pedals fast.)

Make Inferences

Reteach

Good readers **make inferences** when they read. They think about **what they read**. They think about **what they know**. They use these thoughts to help them understand **why things happen**.

It is sunny outside. Ary's friends are on their bikes. Ary puts her shoes on.

What I read: It is sunny outside. It says Ary's friends are outside. It says she puts shoes on.

What I know: When it is nice outside, I like to go outside. When my friends are outside, I like to play with them.

Why is she at the door? I think Ary is going to go outside to play with her friends.

Grandma's Party

We had a party for Grandma. We gave her many gifts. We gave her books and a coat. We had cake. We sang to her.

Follow the directions.

1. Retell what you read.
2. Tell something that you know about a party. _____

3. Why do you think there was a party for Grandma?

Compound Sentences

Reteach

Grammar Rules Sentences

A **compound sentence** is two sentences combined into one.

- Use **and** to put together two ideas that are **alike**.
- Use **but** to put together two ideas that are **different**.
- Use **or** to show a choice between two ideas.
- Use a **comma** before *and*, *but*, and *or*.

Jim digs a hole, **and** Marta plants seeds.

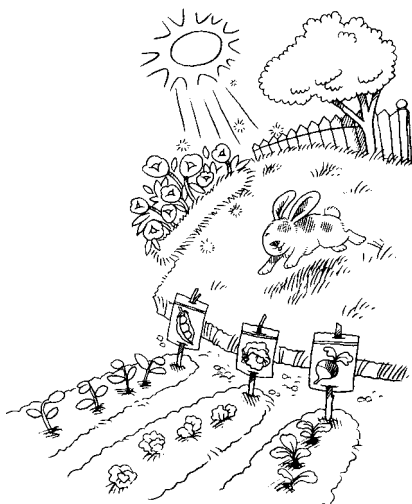


**Underline the two sentences that make the compound sentence.
Circle the word that joins them together.**

1. Mom waters the plants, and dad pulls the weeds.
2. Jim likes to dig, but he doesn't like to plant.
3. Marta can plant seeds, or she can water them.
4. The vegetables grow strong, and the flowers bloom.
5. Jim can pick the flowers, or he can pick the vegetables.

Compound Sentences

Read the sentences about the picture. Choose the correct word to join the sentences and write it on the line.



1. The bunny likes peas, _____ he doesn't like lettuce.
(and, but)
2. The sun is shining, _____ the flowers are growing.
(and, or)
3. The bunny is running, _____ he is jumping.
(or, but)

Choose the correct word to join the sentences. Write the new compound sentence. Use a comma.

4. The peas are growing. The lettuce is growing. (but, and)

5. The bunny can eat. The bunny can play. (but, or)

Character's Actions and Experiences

Reteach

Characters are the people or animals in a story. A **character's actions** are what he or she does. A **character's experiences** are things that happen to him or her.

Look at the **picture**. The boy rode his bike. Then he got wet in the rain. That was an experience that happened to him.



Fox in Trouble

Fox wanted a nice, fat hen for dinner. He climbed out of his den. He ran to the farm on the hill. He looked all around.

Fox hid next to the henhouse until it got dark. Then a light came on! Someone yelled at him. A smelly bag came down over his head!

Follow the directions.

1. What are some actions that Fox did in the story?

2. What are some experiences that Fox had in the story?

3. Retell what you read.

Make Inferences

Reteach

You **make inferences** every day. You figure out why something happens using

- what you know, what you see, and what you read.

Look at the boy. He looks happy. You can make an **inference** that he likes his skateboard.



The Giraffe

What do giraffes eat? They like green leaves best. A giraffe will walk far to find a tree with leaves. It must eat a lot of leaves to get full!



Sometimes the leaves are at the top of the tree. The giraffe stands tall. It stretches its neck. The leaves are good.

Follow the directions.

1. What does the picture tell about giraffes?

2. Circle words that tell what giraffes eat.

3. Why does the giraffe stretch its long neck?

4. Retell what you read.

Ask Questions

Reteach

Grammar Rules Ask Questions

A question is a sentence that asks something.

- It ends with a **question mark**. ?
- It can have a short **yes/no** answer.
- It can have a **longer answer**.

May I go to the party?

Yes, you may go to the party.



Underline the questions. Circle the answers.

1. Does she want to go to the party? Yes, she wants to go.
2. Is the party next door? No.
3. Is she bringing a gift. Yes
4. Will we play games? Yes, we will play Bingo.
5. Do you want to sing happy birthday? Yes.
6. Did you have fun at the party? Yes, I had a great time.

Ask Questions

Grammar Rules Ask Questions

An **information question** asks about someone or something.

- It cannot be answered with a yes/no answer.
- Information questions can begin with *who*, *what*, *when*, and *where*.
- Questions that begin with *who*, *what*, *when*, and *where* can be followed by *do* or *does*.

Who is playing in the snow?

The girls are playing.



Circle the word in each sentence that asks for information.

1. When does it snow?
2. What is sticking out of the snow?
3. Who makes a snowball?
4. Where is the snow?

Write a question about the picture that asks for more information.

Classify Details

Reteach

When you **classify**, you find things that are **alike**. You put them in a **group**.

Look at the **pictures**. The things with four wheels are one group. The things with two wheels are another group.

4 Wheels



2 Wheels



Animal Homes

Some animals live in trees. Some bees live in trees. Birds make nests up in the branches. Squirrels do, too.

Some animals live under the ground. Ants live in anthills. Worms make tunnels in the dirt. Furry moles do, too.

Follow the directions.

1. Retell what you read.
2. Group the animals by where they live. Complete the chart.

Lives in Trees	Lives Under the Ground

Make Inferences

Reteach

You **make inferences** every day. You use information you know to make a guess. Sometimes you make an inference about a story character.

You can make an inference that Brady feels strong.

I can lift heavy things. See my muscles.



The Bad Cookies

It was my mom's birthday. I made cookies for her. I got the eggs, the flour, and the salt. I got cups, a bowl, and spoons. But guess what?

I read the recipe wrong. I put too much salt in the cookies! I spit them out. My mom just laughed and laughed. She gave me a big hug.

Follow the instructions.

1. Retell what you read.
2. Why does the child spit out the cookies?

3. Why does the mom give her child a hug?

Expand Sentences

Reteach

Grammar Rules Expand Sentences

A **declarative sentence** states a fact or information.

- It has a **naming part** and a **telling part**.

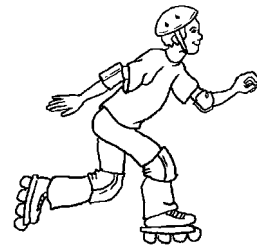
You can **expand** a sentence by adding words to the naming part, telling part, or both parts.

A boy skates.

A **fast** boy skates.

A boy skates **in the race**.

A **fast** boy skates **in the race**.



Read each sentence. Underline words added to the naming part.
Circle words added to the telling part.

1. The tall girl races around the track.
2. The young boy goes fast.
3. The loud crowd claps for the skaters.
4. One tired skater stops at the finish line.
5. The last skater smiles at the winner.
6. The proud skaters drink cold water.
7. The shiny trophy sits on the table.
8. The happy winner bows for the crowd.

Expand Sentences

Grammar Rules Expand Sentences

An **imperative sentence** is a command.

- It tells someone to do something.

You can **combine** two commands into a **compound sentence**.

- Use *and*, *but*, or *or*

You can **expand** the commands by adding words to the telling part.

Kick the *ball*.

Kick the *ball* **and** score a goal.

Kick the **soccer** ball, **and** score the winning goal.



Circle the word that joins the sentences. Draw a box around words added to the telling part.

1. Put on your new cleats, **and** wear your clean shirt.
2. Fill up your blue water bottle, **but** don't spill it on the floor.
3. Play with the orange team, **or** play with the green team.
4. Stop the rolling ball, **or** kick it hard.
5. Run quickly to me, **but** don't fall in the mud!

Compare Texts

Reteach

Nonfiction texts are about real people, real animals, or real events. Many nonfiction texts have photos of real things.

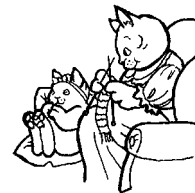
Fiction texts are made up. The things cannot happen in real life. Many fiction texts have art that someone drew.

Read the stories.



Mother Duck

A mother duck takes good care of her ducklings. She keeps them safe. She teaches them to swim.



Mother Cat

Mother Cat talked to her kittens. "Keep your mittens clean. If they get dirty, you will get no pie."

Follow the directions.

1. Retell what you read.
2. Circle the title of the fiction text.
3. Underline the title of the nonfiction text.
4. Tell how you identified each text.

Make Inferences

Reteach

You **make inferences** every day. You use information you know to make a guess. Sometimes you make an inference about a story character.

The Trip

Ko is so excited! Today she will go on her first train ride. Her aunt invited her to stay for a week.

Ko is packing her suitcase. She packs snow boots. She packs a furry hat. Her dad tells her to bring a warm coat, too.



“Don’t forget your mittens!” says Dad.

1. Retell what you read.
2. Why is Ko excited?

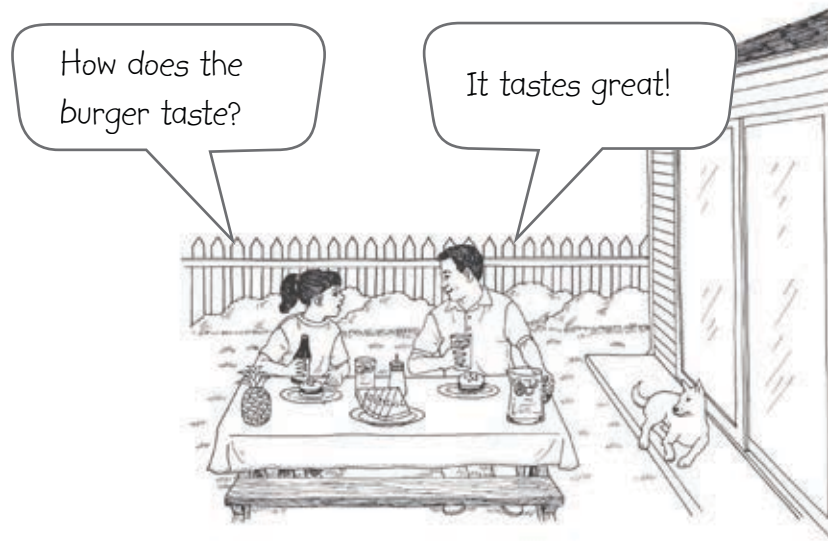
3. Does her aunt live in a warm place or a cold place? How do you know?

Ask Questions

Grammar Rules Ask Questions

An **information question** asks about someone or something.

- It cannot be answered with a yes/no answer.
- Information questions can begin with *why* and *how*.



Use how or why to complete each sentence.

1. _____ does the girl feel?
2. _____ is she happy?
3. _____ are they eating?
4. _____ did they make the lemonade?
5. _____ do they have a pineapple?
6. _____ does Dad feel?
7. _____ do they eat outside?

Ask Questions

Grammar Rules Ask Questions

You can combine questions to make **compound sentences**.

- Join two simple questions using *and* or *or*.



Circle the question words used in the compound questions.

1. Where is the big gift, and when will she open it?
2. Do you like ribbons, or do you like wrapping paper?
3. Where is Dad, and what is his gift?
4. Who is clapping, and why is she smiling?

Join the questions together and write a compound question.

5. When is your birthday? What do you want?

Writing Trait: Ideas

Reteach

When you think about new things to do or say, these are **ideas**. When you write, you want others to follow your **ideas**.

Use descriptive words and examples to help the reader understand.

I have an idea! Let's go to Green Lake. We can see the baby frogs!



COPY READY

Revise the paragraph. Use the Revising Marks.

- Add describing words that tell what you do, hear, and see.
- Add clear examples about what happens.

Revising Marks

^	Add.
/	Take out

A Trip to the Beach

We went to the beach. There were people in the ocean. We walked in the sand and had lunch. It was a really fun day.

Practice the Trait

Write about a place you visited. Include descriptive words and examples to make your ideas clear.

Reteaching Masters Answer Key

RT6.1 Cause and Effect

Circled cause or effect:

1. The sky was sunny.
2. The wind blows hard.
3. Lot gets wet.
4. He pedals fast.

RT6.2 Make Inferences

1. Answers will vary, but should be an accurate summary of the content.
2. Possible response: We have parties when someone has a special day.
3. Possible response: I think it was her birthday.

RT6.3 Compound Sentences

Underlined Sentences/Circled Word:

1. Mom waters the plants, and pulls the weeds; and
2. Jim likes to dig, he doesn't like to plant; but
3. Marta can plant seeds, she can water them; or
4. The vegetables grow strong, the flowers bloom; and
5. Jim can pick the flowers, he can pick the vegetables; or

RT6.4 Ask Questions

Circled Word:

1. but
2. and
3. or

New Sentence:

4. The peas are growing, and the lettuce is growing.
5. The bunny can eat, or the bunny can play.

RT6.5 Character's Actions and Experiences

1. Fox climbed, ran, looked, hid.
2. someone yelled at him, a bag came down over his head
3. Answers will vary, but should be an accurate summary of the content.

RT6.6 Make Inferences

1. Possible response: They are tall. They have long legs and necks.
2. Circled words: a lot of leaves
3. Possible response: It can reach leaves at the top of a tree.
4. Answers will vary, but should be an accurate summary of the content.

RT6.7 Ask Questions

Underlined questions/Circled answers:

1. Does she want to go to the party? Yes, she wants to go.
2. Is the party next door? No.
3. Is she bringing a gift? Yes.
4. Will we play games? Yes, we will play Bingo.
5. Do you want to sing happy birthday? Yes.

RT6.8 Ask Information Questions

Circled Words:

1. When
2. What
3. Who
4. Where
5. Possible response: What will the girls do with the snowballs?

RT6.9 Classify Details

1. Answers will vary, but should be an accurate summary of the content.
- 2.

Lives in Trees	Lives Under the Ground
bees	ants
birds	worms
squirrels	moles

RT6.10 Make Inferences

Circled word:

1. Answers will vary, but should be an accurate summary of the content.
2. Possible response: She thinks they are awful.
3. Possible response: to make the child feel better

RT6.11 Expand Sentences

Underlined words/Circled words:

1. tall/around the track
2. young/fast
3. loud/for the skaters
4. tired/at the finish line
5. last/at the winner
6. proud/cold water
7. shiny/on the table
8. happy/for the crowd

RT6.12 Expand Sentences

Boxed words/Circled words:

1. new, clean, and
2. blue, on the floor, but
3. orange, green, or
4. rolling, hard, or
5. quickly, in the mud, but

RT6.13 Compare Texts

1. Answers will vary, but should be an accurate summary of the content.
2. Mother Cat
3. Mother Duck
4. Possible response: The nonfiction text has a real picture and talks about real animals. The fiction text is made up. A cat can't talk to her kittens.

RT6.14 Make Inferences

1. Answers will vary, but should be an accurate summary of the content.
2. Possible response: She will go on her first train ride. She is going to see her aunt.
3. Possible response: It is a cold place because Ko packed snow boots, a furry hat, a warm coat, and mittens.

RT6.15 Information Questions

1. How
2. Why
3. Why
4. How or Why
5. Why
6. How
7. Why

RT6.16 Compound Questions

Circled words:

1. Where when
2. Do do
3. Where what
4. Who why

Compound question:

5. When is your birthday, and what do you want?

RT6.17 Writing Trait: Ideas

Possible revisions:

A Trip to the Beach

My family went to the beach. It was very hot! There were many people ^ in the ocean. We walked ^ in the sand and had sandwiches for ^ lunch. We built a sandcastle ^ and flew a kite. It was a really fun day.

Contents

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Acknowledgements		Ack1

Reading Level Translation Key

	Guided Reading	DRA	Lexile®	Reading Recovery	
K	A	A-2		A-2	K
	B	3		3	
	C			4	
1	D	4	200L-400L	5	1
				6	
	E	6		7	
	F	8		8	
				9	
	G	10		10	
	H			11	
	I	12		12	
	J	14		14	
				15	
2		16	200L-400L		2
	K				
	L-M	18-28	300L-500L	18-20	
3	N-P	30-38	500L-700L	22-24	3
4	Q-R	40	650L-850L	26	4
5	S-U	44	750L-950L	28	5
6	V-W	50	850L-1000L		6

Reading levels are provided for each title in the *National Geographic Reach for Reading* Grade 1-2 Leveled Reading and Grades 3-5 Small Group Reading lessons. Please note that each leveling system is based on a different set of criteria. This may result in discrepancies when translating reading levels.

Phonics Picture Card Index

Card	Letter/Word	Card	Letter/Word	Card	Letter/Word	Card	Letter/Word
1	Mm	60	Cc	118	Nn	176	Ii
2	man	61	cage	119	nail	177	igloo
3	mask	62	cake	120	necklace	178	iguana
4	mitten	63	can	121	needle	179	ill
5	monkey	64	cap	122	nest	180	insect
6	moon	65	car	123	nine		
7	mop	66	carrot	124	noodles	181	Oo
8	mouse	67	cat	125	nose	182	octopus
		68	cup	126	nut	183	olive
9	Ss					184	ostrich
10	saw	69	Rr	127	Vv	185	otter
11	seal	70	rabbit	128	vacuum		
12	seven	71	rake	129	valentine	186	Uu
13	sign	72	red	130	van	187	umbrella
14	sink	73	ribbon	131	vase	188	umpire
15	soap	74	ring	132	vest	189	underwear
16	sock	75	rope	133	violin		
		76	rug				
17	Ff	77	ruler	134	Ww		
18	fan			135	wallet	Blends with l	
19	feather	78	Tt	136	watch	190	block
20	fence	79	tape	137	watermelon	191	clam
21	fish	80	teapot	138	wig	192	clock
22	foot	81	tent	139	window	193	flag
23	fork	82	tiger	140	wing	194	flute
24	fox	83	tire	141	worm	195	glass
		84	top			196	plate
25	Hh	85	turtle	142	Jj	197	sled
26	hammer			143	jacket	198	slug
27	hand	86	Ll	144	judge		
28	hat	87	ladder	145	jeans	Blends with r	
29	heart	88	lamp	146	jellybeans	199	brick
30	hen	89	leaf	147	jet	200	crab
31	horse	90	lemon			201	drill
32	hose	91	lion	148	Zz	202	frog
		92	lizard	149	zebra	203	grass
33	Bb	93	lock	150	zero	204	truck
34	baby			151	zipper		
35	ball	94	Kk			Blends with s	
36	bat	95	kangaroo	152	Qq	205	skunk
37	bear	96	key	153	quart	206	sling
38	bell	97	king	154	quarter	207	squid
39	bike	98	kitchen	155	queen	208	stamp
40	boat	99	kite	156	question mark	209	string
41	book	100	kitten	157	quilt	210	swing
42	Pp	101	Dd	158	Xx	Digraph ch	
43	pan	102	deer	159	ax	211	chick
44	parrot	103	desk	160	box	212	chin
45	pear	104	dime	161	fox	213	chip
46	pencil	105	dog	162	ox		
47	penguin	106	doll	163	six		
48	pig	107	donkey			Digraph sh	
49	pizza	108	door	164	Aa	214	shell
50	pot	109	duck	165	alligator	215	ship
51	puppet			166	anchor	216	shoe
		110	Yy	167	ant	217	shrimp
52	Gg	111	yacht	168	apple		
53	game	112	yam	169	astronaut		
54	gate	113	yarn				
55	gift	114	yawn	170	Ee		
56	girl	115	yellow	171	egg		
57	goat	116	yolk	172	elbow		
58	gorilla	117	yo-yo	173	elephant		
59	guitar			174	elevator		
				175	envelope		

Grade 1 Cumulative Key Word List

High Frequency Words

a
about
above
after
again
air
all
almost
along
also
always
am
and
animal
another
answer
any
are
around
away
be
because
been
before
began
begin
below
better
between
body
both
boy
brother
buy
by
call
carry
change
children
city
color
come
could
country
day

different
do
does
done
don't
down
each
earth
eat
enough
even
every
eyes
fall
family
far
few
find
first
follow
food
for
found
four
friend
from
full
funny
get
give
go
good
great
group
grow
hard
has
have
he
head
help
her
here
him
his
hold
house

how
hurry
hurt
I
idea
important
into
is
keep
kind
know
learn
light
like
little
live
look
many
may
mean
might
more
most
mother
mountain
move
my
need
never
new
next
no
now
number
of
often
on
once
one
only
or
other
our
out
over
paper
people

picture
play
pull
push
put
said
saw
school
sea
second
see
seven
she
should
show
sleep
small
some
something
sometimes
soon
sound
start
story
that
the
their
then
there
they
this
thought
three
through
today
together
tomorrow
too
turn
two
under
until
us
use
very
walk
want

warm
was
watch
water
we
were
what
when
where
who
why
with
word
work
world
would
yellow
you
your

Key Words

adult (n)
animal (n)
baby (n)
beak (n)
better (adj)
blow (v)
breathe (v)
bud (n)
butterfly (n)
buy (v)
calendar (n)
caterpillar (n)
change (v)
chrysalis (n)
climb (v)
cloudy (adj)
computer (n)
coverings (n)
delivery (n)
drink (v)
easier (adj)
east (n)
eat (v)
egg (n)
extended family (n)
factory (n)
family (n)

Words from Unit 6 appear in red type. For additional content words and story words, please see the Leveled Reading section.

family member (n)
feathers (n)
feel (v)
flower (n)
fly (v)
form (v)
fun (adj)
fur (n)
grow (v)
hatch (v)
holiday (n)
home (n)
insect (n)
Internet (n)
key (n)
leaf (n)
left (n)
living (adj)
map (n)
market (n)
meal (n)
meaning (n)
message (n)
money (n)
month (n)
mouth (n)
move (v)
music (n)
neighborhood (n)
nest (n)
new (adj)
news (n)
nonliving (adj)
north (n)
now (adv)
old (adj)
parents (n)

parts (n)
path (n)
paw (n)
person (n)
petal (n)
picture (n)
plant (n)
pupa (n)
rainy (adj)
record (n)
right (n)
run (v)
scales (n)
seed (n)
sell (v)
ship (v)
shop (v)
slide (v)
slither (v)
snowy (adj)
south (n)
special (adj)
store (n)
storm (n)
sun (n)
sunny (adj)
swim (v)
symbol (n)
tall (adj)
then (adv)
together (adv)
useful (adj)
visit (v)
weather (n)
west (n)
wind (n)
year (n)

Academic and Classroom Vocabulary

alike (adj)
alive (adj)
apply (v)
ask (v)
attach (v)
back (n)
before (prep)
between (adv)
body (n)
born (adj)
bring (v)
build (v)
business (n)
care (v)
categorize (v)
category (n)
cause (v)
celebrate (v)
cold (adj)
color (n)
communicate (v)
compare (v)
connection (n)
contrast (v)
cool (adj)
corner (n)
count (v)
describe (v)
detail (n)
determine (v)
different (adj)
direction (n)
distance (n)
earn (v)
effect (n)
energy (n)

exercise (v)
fact (n)
far (adv)
fast (adv)
feature (n)
follow (v)
food (n)
front (n)
future (n)
goods (n)
group (n)
hard (adj)
health (n)
height (n)
help (v)
history (n)
hot (adj)
idea (n)
identify (v)
imagine (v)
inference (n)
information (n)
inside (prep)
invent (v)
job (n)
length (n)
light (n)
list (v)
location (n)
look (v)
machine (n)
main idea (n)
modern (adj)
monitor (v)
movement (n)
near (adv)
needs (n)
organize (v)
outside (adv)

past (n)
place (n)
play (v)
plot (n)
power (n)
predict (v)
present (n)
problem (n)
project (n)
purpose (n)
push (v)
question (n)
ready (adj)
reread (v)
retell (v)
review (v)
sequence (n)
service (n)
setting (n)
shape (n)
share (v)
show (v)
sign (n)
size (n)
soft (adj)
solution (n)
strong (adj)
support (v)
temperature (n)
time (n)
tool (n)
trip (n)
visualize (v)
wants (n)
warm (adj)
worker (n)
world (n)

adult > born

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

A

adult



*My dad is an **adult**.*

alive



*A plant is **alive**. A pot is not.*

attach



*You can **attach** keys to a ring.*

B

baby



*The **baby** is sleeping.*

before



*One comes **before** two.*

born




*This baby was **born** yesterday.*

270

breathe > buy


a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

breathe



*She likes to **breathe** the cold air.*

business




*My father owns a flower **business**.*

bring



*I **bring** my backpack with me.*

butterfly



*The **butterfly** used to be a caterpillar.*

bud



*The flower **bud** will bloom in a few days.*

buy



*They **buy** milk at the store.*


271

care > color

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z


C

care




*I **care** for the plants.*

change




*The water will **change** into ice if you put it in the freezer.*

caterpillar




*This **caterpillar** is eating a leaf.*

celebrate




*Grandma **celebrates** her birthday.*

chrysalis



*The caterpillar changes inside the **chrysalis**.*

color



*The **color** of the flower is red.*


272

count > egg

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z


E

count




*She **counts** how much money she saved.*

earn




*The boy worked to **earn** money.*

delivery




*Our mail **delivery** is late today.*

eat




*She **eats** all her salad!*

drink



*Orange juice is my favorite **drink**.*


egg





*The chick is hatching from the **egg**.*


273

energy > family member


energy

 Swimming takes a lot of **energy**.

exercise

 My heart beats fast when I **exercise**.

extended family

 This **extended family** is spending time together.


factory

 This **factory** makes candy!


family
 There are five people in my **family**.


family member

 My uncle is a **family member**, but he does not live with us.


274


flower > group


flower

 This **flower** is a kind of daisy.

food

 My family likes many kinds of **food**.

form

 Chicks **form** inside of eggs until they are ready to hatch.


fun

 Floating in the pool is **fun**!


goods

 Stores sell these **goods**.


group

 A **group** has more than two items.


275


grow > help


grow

 If you give a plant plenty of water, it will **grow** bigger.

hard

 The rock feels **hard**.

hatch

 Snakes **hatch** out of eggs, much like birds do.


health

 Brushing your teeth is good for your **health**.


height
 This basketball player's **height** is seven feet.



help

 I **help** fold the clothes.


276


holiday > inside

holiday

 Our favorite **holiday** is the Fourth of July!

home

 Your **home** is where you live with your family. There are many different kinds of homes.

idea

 Lori's **idea** is to go to the zoo.

insect

 A ladybug is a type of **insect**.


inside

 Books are **inside** this box.

277

job > market

J


job



My grandpa has a **job** at the grocery store.


L

leaf




This **leaf** is bright green.

length




The **length** of the carrot is 7 inches.

light



The **light** is bright enough to read the book.


living



The goldfish is a **living** thing. The bowl is not.

M

market




They are buying tomatoes at the **market**.

278

meal > nest


N

meal




We eat our **meals** together.

money




He has a lot of **money**.

move




A sloth **moves** very slowly.

needs




Food and clothing are **needs**.

neighborhood



A parade came through our **neighborhood**.

nest




The bird is flying back to its **nest**.

279

nonliving > project


P

nonliving




Rocks and water are **nonliving** things.

parents




My **parents** like to cook with me.

petal




This flower has yellow and pink **petals**.

place




This school is a big **place**.

play



We **play** a game together.

project




I am so proud of my science fair **project**.

280

pupa > service

P


pupa



This **pupa** will soon be an adult moth.

R


ready



The runner is **ready** to race.


S

sell




He **sells** flowers at the market.

sequence




The letters are in order, or **sequence**.

seed



A tiny apple **seed**, can grow into a big apple tree!

service



A **service** is work someone does for money, such as cutting hair.

281

shape > special

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

shape

The **shape** of a ball is round.

shop

I like to **shop** at the bookstore.

share

We **share** the popcorn.

size

My dad's shoes are not my **size**.

ship

He **ships** the present for my grandma.


special


Today is her **special** day.


282


store > visit


a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z


store

We are shopping at the **store**.

sun

The **sun** is very bright today.

time

Seven o'clock is the **time** we wake up.

together

We can win if we all work **together**.


trip

We take a **trip** in our car.


visit

I like it when my grandparents come for a **visit**.


283

wants > world

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

wants

Toys and games are **wants**.

worker

A **worker** at the restaurant makes lunch.

world

This is how our **world** looks from space.

284

Folk Tale

The Story of Lightning and Thunder
Adapted from a **Nigerian Folk Tale** by Cecilia Yang

Long ago, Thunder and Lightning lived on Earth. Thunder was a mother sheep. Her son Lightning was a little ram.

“Thunder,” said the king, “you are gentle and kind. You and Lightning can live in my village with the people.” Thunder and Lightning even got their own house in the center of the village.

Thunder was very happy in the village. But Lightning always got into trouble. He had a very bad temper. Whenever he got angry, he stomped his hooves. He crashed into trees. He even started fires!

“Go away!” said the children in the village. “We do not want to play with you!”

Characters	Experiences and Actions
Thunder	got in trouble was happy
Lightning	crashed into trees started fires

Folk Tale


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NATIONAL GEOGRAPHIC Reach for Reading

Thunder tried to stop Lightning.

“Lightning! Stop it! You must control your temper!” roared Thunder. Her low voice rumbled across the grassland.

“Hmph!” snorted Lightning. And he stomped and crashed even more.



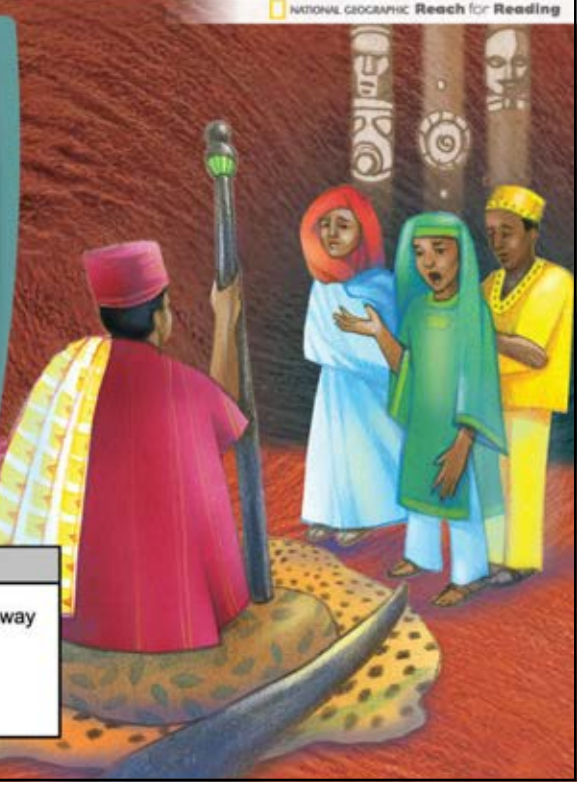
Characters	Experiences and Actions
Thunder	tried to stop Lightning roared “Stop it!”
Lightning	snorted “Hmph!” stomped and crashed

NATIONAL GEOGRAPHIC Reach for Reading

The villagers went to the king.

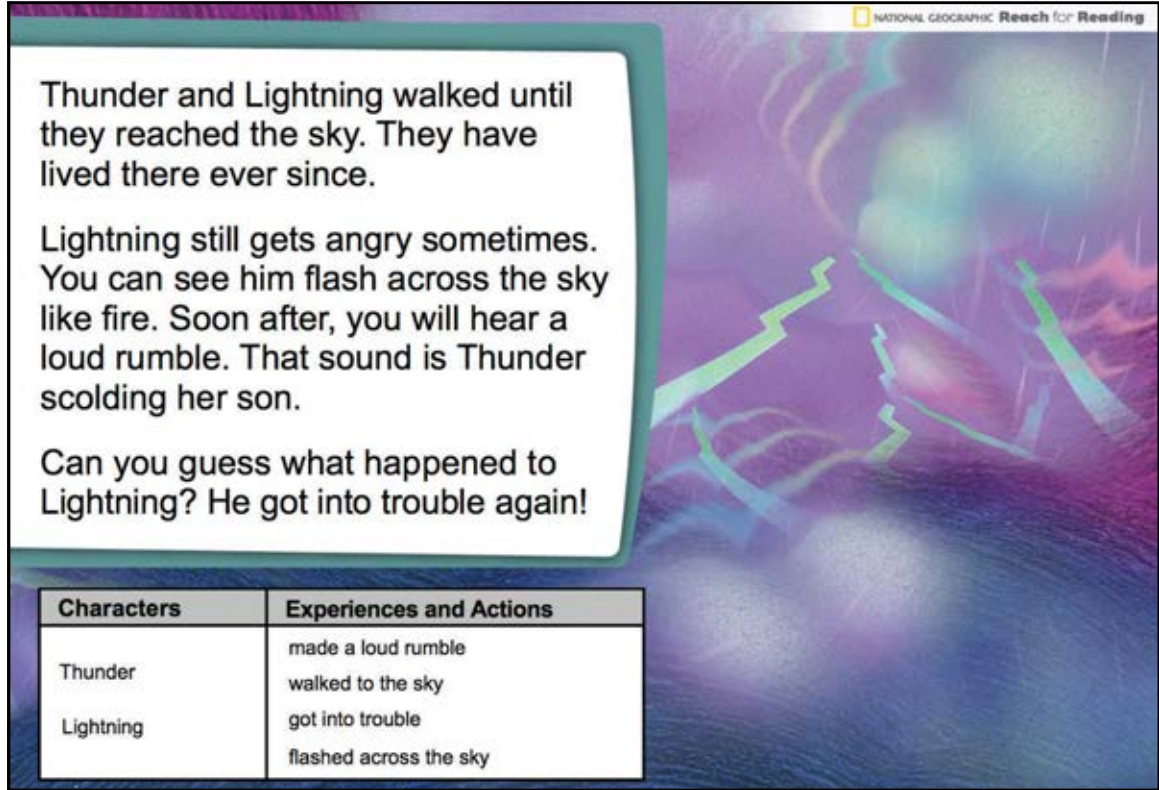
“Lightning is burning down our farms. We have no food! Thunder and Lightning must go somewhere else.”

“Very well,” the king said. “I will send them away.” He asked Thunder and Lightning to go far away from Earth.



Characters	Experiences and Actions
the king	asked Thunder and Lightning to go away
the villagers	went to the king had no food

Folk Tale



NATIONAL GEOGRAPHIC **Reach for Reading**

Thunder and Lightning walked until they reached the sky. They have lived there ever since.

Lightning still gets angry sometimes. You can see him flash across the sky like fire. Soon after, you will hear a loud rumble. That sound is Thunder scolding her son.

Can you guess what happened to Lightning? He got into trouble again!

Characters	Experiences and Actions
Thunder	made a loud rumble walked to the sky
Lightning	got into trouble flashed across the sky

Science Article

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Hunting for Hurricanes
by Sofia Miller

Dangerous Hurricanes

Hurricanes are powerful storms. They bring a lot of rain and strong winds. Hurricane winds can reach up to 200 miles per hour. They can blow the roof off of a house! Hurricanes can also cause big floods.




A hurricane is a very strong storm.



Hurricane Hunter

Commander Carl Newman is a pilot. He flies a plane inside hurricanes! Carl uses special tools. They measure wind speed and direction. The information shows how strong the hurricane is. Now Carl can warn people when a hurricane is coming.



Commander Carl Newman in his hurricane hunter airplane.

Science Article


NATIONAL GEOGRAPHIC Reach for Reading

Can You Make a Hurricane?

You can see for yourself what a hurricane is like. Just try this experiment.

You will need:

- 2 two-liter plastic soda bottles
- strong tape
- cold water
- glitter or scraps of paper

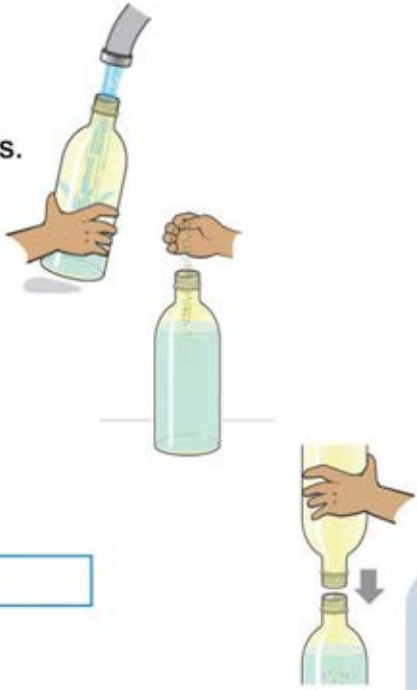


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NATIONAL GEOGRAPHIC Reach for Reading

Directions

- 1 Pour water into one of the bottles. Fill it almost to the top.
- 2 Add some glitter to the water.
- 3 Flip the empty bottle upside down. Put it on top of the bottle with water in it.



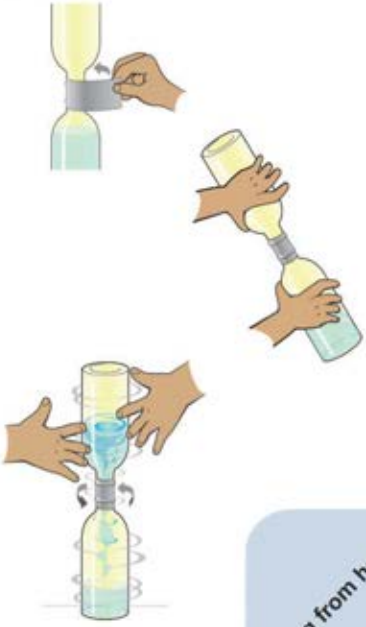

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Science Article

NATIONAL GEOGRAPHIC **Reach for Reading**

- 4 Tape the bottles together. Make sure they don't wiggle!
- 5 Flip the bottle over. The bottle with water in it should be on top.
- 6 Spin the top bottle around in circles. Then watch what happens.

That's what the center of a hurricane is like!



Drag from here.

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Scope and Sequence

Reading	Grade					
	K	1	2	3	4	5
LITERATURE						
Key Ideas and Details						
Retell or Explain a Story	●	●	●	●	●	●
Analyze Story Elements	●	●	●	●	●	●
Plot	●	●	●	●	●	●
Characters	●	●	●	●	●	●
Setting	●	●	●	●	●	●
Theme, Lesson, or Moral		●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Summarize Texts	●	●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Draw Generalizations			●	●	●	●
Relate Ideas	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison	●	●	●	●	●	●
Cause/Effect		●	●	●	●	●
Goal/Outcome				●	●	●
Problem/Solution					●	●
Craft and Structure						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify Elements of Genre	●	●	●	●	●	●
Describe Structure of Stories, Dramas, and Poems			●	●	●	●
Identify Introduction and Conclusion			●	●	●	●
Identify Text Segments: Chapter, Scene, Stanza				●	●	●
Identify Elements of Poetry: Rhyme, Rhythm	●	●	●	●	●	●
Identify Elements of Poetry: Verse, Meter, Line Breaks					●	●
Identify Elements of Drama: List of Characters, Dialogue, Stage Directions					●	●
Compare Drama and Prose			●	●	●	●
Compare Poetry and Prose			●	●	●	●
Identify Author and Illustrator	●	●	●	●	●	●
Identify Narrator		●	●	●	●	●
Identify and Distinguish Points of View			●	●	●	●

Reading, continued	Grade					
	K	1	2	3	4	5
Integration of Knowledge and Ideas						
Analyze Text Elements	●	●	●	●	●	●
Use Information in Illustrations	●	●	●	●	●	●
Connect Text and Oral or Visual Presentation of Story or Versions of a Story	●	●	●	●	●	●
Analyze Visual or Multimedia Elements in a Text		●	●	●	●	●
Compare Ideas or Texts	●	●	●	●	●	●
Compare Fiction and Nonfiction	●	●	●	●	●	●
Compare Characters	●	●	●	●	●	●
Compare Settings	●	●	●	●	●	●
Compare Events	●	●	●	●	●	●
Compare Topics	●	●	●	●	●	●
Compare Themes				●	●	●
Range of Reading and Level of Text Complexity						
Read and Comprehend Literature at and Above Grade Level Complexity	●	●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●
INFORMATIONAL TEXT						
Key Ideas and Details						
Retell or Explain a Text	●	●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Determine Importance: Identify the Topic, Main Idea, and Key Details	●	●	●	●	●	●
Determine Importance: Summarize		●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Make Generalizations			●	●	●	●
Relate Ideas and Describe Text Structure	●	●	●	●	●	●
Logical Order	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison		●	●	●	●	●
Cause/Effect		●	●	●	●	●
Problem/Solution, Goal/Outcome		●	●	●	●	●
Compare Text Structure					●	●

Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
Craft and Structure						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify and Use Text Features	●	●	●	●	●	●
Covers and Title Page	●	●	●	●	●	●
Table of Contents or Electronic Menus	●	●	●		●	
Headings and Subheadings		●	●	●	●	●
Topic Sentence			●	●	●	●
Glossaries and Indexes		●	●	●	●	●
Captions, Labels, Icons, Hyperlinks and Callouts		●	●		●	●
Graphs, Diagrams, Tables, and Maps		●	●		●	●
Sidebars				●	●	●
Distinguish Between Information in Illustrations and Information in Text	●	●	●	●	●	●
Identify Author and Illustrator	●	●	●		●	●
Identify Author's Purpose		●	●		●	●
Distinguish Points of View or Accounts				●	●	●
Integration of Knowledge and Ideas						
Use Information in Illustrations and Media	●	●	●	●	●	●
Interpret Information Presented in Multiple Formats					●	●
Identify and Distinguish Facts and Opinions		●	●	●	●	●
Identify Author's Reasons and Evidence	●	●	●	●	●	●
Explain Connections Within a Text		●	●	●	●	●
Compare Texts	●	●	●	●	●	●
Range of Reading and Level of Text Complexity						
Read and Comprehend Text at and above Grade Level Complexity		●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●

Grade

Reading, continued

FOUNDATIONAL SKILLS

Print Concepts

	K	1	2
Understand Directionality of Text	●	●	●
Recognize the Relationship of Letters and Words to Speech	●	●	
Recognize and Name Alphabet Letters	●	●	
Know the Order of the Alphabet	●	●	
Identify Letters	●	●	●
Match Uppercase and Lowercase Letters	●	●	●
Identify a Word	●	●	●
Identify End Punctuation	●	●	●
Identify Title	●	●	●
Hold a Book and Turn the Pages	●	●	●
Identify Sentence Capitalization	●	●	●
Use Page Numbers	●	●	●
Identify Dialogue			●
Identify Indentions of Paragraphs			●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Phonological Awareness

Distinguish Long and Short Vowel Sounds	●	●	●
Isolate Words in a Sentence	●	●	●
Identify Syllables	●	●	●
Blend Syllables to Form a Word	●	●	●
Segment a Word into Syllables	●	●	●
Identify Rhyming Words	●	●	●
Generate Rhyming Words	●	●	●
Match Initial, Medial, and Final Sounds	●	●	●
Identify and Isolate Initial, Medial, and Final Sounds	●	●	●
Blend Onset and Rime	●	●	●
Blend Sounds to Form a Word	●	●	●
Segment a Word into Sounds	●	●	●
Manipulate Sounds in Words (Add, Delete, Substitute)	●	●	●

Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
Phonics and Word Recognition						
Identify Letter/Sounds and Read Words	●	●	●			
Consonants	●	●	●			
Short Vowels	●	●	●			
Long Vowels	●	●	●			
Consonant Blends and Digraphs	●	●	●			
Vowel Digraphs: <i>ai, ay, ee, ea, ie, igh, oa, ow, oo, ou, ui</i>	●	●	●			
<i>r</i> -Controlled Vowels: <i>ar, or, -ore, er, ir, ur, air, -are, eer, ear</i>		●	●			
Sounds for <i>-y</i> : /ē/, /ī/	●	●	●			
Diphthongs: <i>oi, oy, ou, ow</i>	●	●	●			
Variant Vowels: <i>aw, au, al, all, oo, ew, ea</i>	●	●				
Vowel Patterns: <i>-igh, -old, -alk</i>	●	●	●			
Vowel Patterns: <i>o, i, -ight</i>						●
Schwa						●
Soft <i>c</i>	●	●	●			
Soft <i>g</i>	●	●	●			
Silent Consonants <i>kn, wr, gn, mb</i>	●	●	●			
Plurals <i>-s, -es, -ies</i>		●	●			
Read Words with Spelling Patterns		●	●			
CVCe Word Patterns with <i>a, i, o, u, e</i>	●	●	●			
CV Word Patterns with <i>o, e</i>	●	●	●			
Short and Long Vowels in CVC and CVCe Word Patterns	●	●	●			
CVVC Word Patterns		●	●			
Read Multisyllabic Words		●	●			
Compound Words		●	●			
VCCV Syllable Division (<i>bas/ket, kit/ten</i>)		●	●			
VCCCV Syllable Division (<i>hun/dred</i>)		●	●			
VCV Syllable Division (<i>mu/sic, cab/in</i>)		●	●			
Words with Consonant + <i>le</i>		●	●			
Suffixes		●	●			
Prefixes		●	●			
Inflected Forms		●	●			
Syllable Types: <i>r</i> -Controlled, Consonant + <i>le</i> , Vowel Team, Vowel + Silent <i>e</i>		●	●			
Final Syllables with <i>-tion, -ture, -ent, -ant</i>						●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Reading, continued	Grade					
	K	1	2	3	4	5
Phonics and Word Recognition, continued						
Use Decoding Strategies	●	●	●			
Blend Sounds to Decode Words						
Recognize Word Families and Similarly-Spelled Words	●	●	●			
Use Structural Clues		●	●			
Identify Syllable Types		●	●			
Recognize High Frequency Words	●	●	●			
Distinguish Between Similarly-Spelled Words	●	●	●			
Read Irregularly-Spelled Words	●	●	●			
Fluency						
Read with Purpose and Understanding	●	●	●	●	●	●
Read with Accuracy and Appropriate Rate	●	●	●	●	●	●
Use Phrasing		●	●	●	●	●
Read with Expression		●	●	●	●	●
Read with Correct Intonation		●	●	●	●	●
Read Instructional Level Materials Fluently	●	●	●	●	●	●
Use Context to Support Decoding	●	●	●	●	●	●

Writing

Text Types and Purposes						
Opinion Pieces	●	●	●	●	●	●
Informative/Explanatory Text	●	●	●	●	●	●
Interview			●	●	●	●
Letter or Email		●	●	●	●	●
Report			●	●	●	●
Persuasive Essay				●	●	●
Procedural Text		●	●	●	●	●
Explanatory Text		●	●	●	●	●
Narratives	●	●	●	●	●	●
Story or Account	●	●	●	●	●	●
Character Sketch				●	●	●
Poem		●	●	●	●	●
Tall Tale/Myth/Trickster Tale/Folk Tale			●	●	●	●
Science Fiction Story					●	●
Response Text	●	●	●	●	●	●
Write to Demonstrate Comprehension	●	●	●	●	●	●

Scope and Sequence, continued

Writing, continued	Grade					
	K	1	2	3	4	5
Writing Skills						
Organization and Purpose	●	●	●	●	●	●
Introduce a Topic	●	●	●	●	●	●
Write a Conclusion	●	●	●	●	●	●
Establish and Follow a Purpose	●	●	●	●	●	●
Identify Context for Formal and Informal English	●	●	●	●	●	●
State Main Ideas and Support with Details		●	●	●	●	●
Introduce and State an Opinion	●	●	●	●	●	●
Supply Reasons and Evidence		●	●	●	●	●
Write Facts, Definitions, and Details	●	●	●	●	●	●
Maintain Point of View					●	●
Use Persuasive Techniques or Language		●	●	●	●	●
Organize Writing	●	●	●	●	●	●
Sequence Events	●	●	●	●	●	●
Fiction			●	●	●	●
Include Dialogue					●	●
Tell About Events and Details	●	●	●	●	●	●
Introduce Characters or a Narrator				●	●	●
Word Choice	●	●	●	●	●	●
Use Signal Words		●	●	●	●	●
Use Concrete Words and Phrases		●	●	●	●	●
Use Sensory Words and Phrases		●	●	●	●	●
Use Figurative Language					●	●
Use Colorful Details to Elaborate				●	●	●
Use Linking Words		●	●	●	●	●
Use Quotations		●	●	●	●	●
Use Precise Language and Vocabulary				●	●	●
Use Your Own Words	●	●	●	●	●	●
Sentence Fluency	●	●	●	●	●	
Connect Ideas				●	●	●
Break Up Long Sentences				●	●	●
Combine Sentences				●	●	●
Vary Sentences		●	●	●	●	●
Production and Distribution of Writing						
Produce Writing for Specific Tasks, Purposes, and Audiences	●	●	●	●	●	●
Prewrite		●	●	●	●	●
Analyze a Model		●	●	●	●	●
Determine the Role, Audience, Form, and Topic		●	●	●	●	●
Organize Ideas		●	●	●	●	●

Writing, continued	Grade					
	K	1	2	3	4	5
Production and Distribution of Writing, continued						
Draft	●	●	●	●	●	●
Use Appropriate Development and Organization		●	●	●	●	●
Use Technology to Produce Writing	●	●	●	●	●	●
Demonstrate Keyboarding Skills					●	●
Revise	●	●	●	●	●	●
Respond to Peer Suggestions	●	●	●	●	●	●
Add, Combine, or Delete Details	●	●	●	●	●	●
Edit and Proofread		●	●	●	●	●
Publish and Present	●	●	●	●	●	●
Use Visuals or Multimedia to Enhance Meaning		●	●	●	●	●
Keep a Portfolio	●	●	●	●	●	●
Writing Traits						
Ideas		●	●	●	●	●
Organization		●	●	●	●	●
Voice		●	●	●	●	●
Word Choice		●	●	●	●	●
Sentence Fluency		●	●	●	●	●
Conventions		●	●	●	●	●
Presentation		●	●	●	●	●
Research to Build and Present Knowledge						
Create Research and Writing Projects	●	●	●	●	●	●
Recall or Gather Information	●	●	●	●	●	●
Choose and Focus a Topic	●	●	●	●	●	●
Develop Research Questions					●	●
Locate Sources of Information		●	●	●	●	●
Evaluate Information					●	●
Find Information in Sources			●	●	●	●
Take and Sort Notes			●	●	●	●
Distinguish Plagiarism from Quoting or Paraphrasing					●	●
Distinguish Relevant from Irrelevant Information		●	●	●	●	●
Integrate Information from Multiple Sources				●	●	●
Provide a List of Sources				●	●	●
Draw Evidence from Text to Support Analysis, Reflection, and Research				●	●	●
Range of Writing						
Write Routinely for a Variety of Tasks, Purposes, and Audiences	●	●	●	●	●	●

Scope and Sequence, continued

Speaking and Listening	Grade					
	K	1	2	3	4	5
Comprehension and Collaboration						
Engage in Collaborative Discussions	●	●	●	●	●	●
Follow Agreed-Upon Rules	●	●	●	●	●	●
Build on and Connect Others' Idea	●	●	●	●	●	●
Ask for Clarification	●	●	●	●	●	●
Come to Discussions Prepared	●	●	●	●	●	●
Explain and Review Ideas and Understanding	●	●	●	●	●	●
Restate Ideas	●	●	●	●	●	●
Elaborate	●	●	●	●	●	●
Evaluate Information Presented in Diverse Media and Formats	●	●	●	●	●	●
Analyze the Message			●	●	●	●
Identify or Describe Media Elements including Visual, Functional and Auditory Details		●	●	●	●	●
Ask and Answer Questions for Information, Clarification, or Understanding	●	●	●	●	●	●
Identify a Speaker's Reasons and Evidence					●	●
Presentation of Knowledge and Ideas						
Describe with Facts and Details	●	●	●	●	●	●
Tell a Story	●	●	●	●	●	●
Recount an Experience	●	●	●	●	●	●
Report on a Text or Topic	●	●	●	●	●	●
Present an Opinion					●	●
Speak Clearly, at an Appropriate Pace	●	●	●	●	●	●
Organize Ideas					●	●
Add Visual, Audio, or Multimedia Support	●	●	●	●	●	●
Produce Complete Sentences	●	●	●	●	●	●
Adapt Speech to the Context and Task	●	●	●	●	●	●

Language

Conventions of Standard English						
Print Upper and Lower Case Letters	●	●				
Sentences	●	●	●	●	●	●
Statements, Questions, Exclamations, and Commands	●	●	●	●	●	●
Negative Sentences	●	●	●	●	●	●
Compound Sentences		●	●	●	●	●
Complex Sentences				●	●	●
Complete Subject	●	●	●	●	●	●
Simple Subject	●	●	●	●	●	●
Compound Subject		●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
Conventions of Standard English, continued						
Complete Predicate	●	●	●	●	●	●
Simple Predicate	●	●	●	●	●	●
Compound Predicate		●	●	●	●	●
Complete Sentences	●	●	●	●	●	●
Fragment/Dependent Clause					●	●
Independent Clause			●	●	●	●
Participial Phrases						●
Run-On Sentences			●	●	●	●
Subject-Verb Agreement	●	●	●		●	●
Parts of Speech	●	●	●	●	●	●
Nouns	●	●	●	●	●	●
Common and Proper		●	●	●	●	●
Count and Noncount		●	●	●	●	●
Plurals	●	●	●	●	●	●
Possessive		●	●	●	●	●
Abstract				●		
Articles/Determiners		●	●	●	●	●
Pronouns		●	●	●	●	●
Subject	●	●	●	●	●	●
Object	●	●	●	●	●	●
Demonstrative			●	●	●	●
Indefinite		●	●	●	●	●
Reflexive			●	●	●	●
Relative					●	
Possessive		●	●	●	●	●
Pronoun Agreement	●	●	●	●	●	●
Adjectives	●	●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	
Demonstrative	●	●	●	●	●	●
Predicate					●	●
Possessive		●	●	●	●	●
Indefinite		●	●	●	●	
Proper						●
Order within Sentences					●	●

Scope and Sequence, continued

Language, continued	Grade					
	K	1	2	3	4	5
Conventions of Standard English, continued						
Verbs	●	●	●	●	●	●
Action	●	●	●	●	●	●
Transitive/Intransitive	●	●	●	●	●	●
Linking			●	●	●	●
Modals			●	●	●	●
Helping			●	●	●	●
Present Tense	●	●	●	●	●	●
Past Tense (Regular and Irregular)		●	●	●	●	●
Future Tense		●	●	●	●	●
Present-Perfect Tense						●
Past-Perfect Tense						●
Future-Perfect Tense						●
Progressive Forms		●	●	●	●	●
Contractions		●	●	●	●	●
Adverbs		●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	●
Adverbial Clauses					●	●
Prepositions	●	●	●	●	●	●
Prepositional Phrases			●	●	●	●
Conjunctions	●	●	●	●	●	●
Coordinating		●	●	●	●	●
Subordinating		●	●	●	●	●
Correlative						●
Interjections						●
Mechanics	●	●	●	●	●	●
Capitalization	●	●	●	●	●	●
End Punctuation	●	●	●	●	●	●
Abbreviations			●	●	●	●
Comma		●	●	●	●	●
Apostrophe			●	●	●	●
Quotation Marks				●	●	●
Underlining or Italics						●
Spelling	●	●	●	●	●	●
High Frequency Words	●	●	●	Use Reach into Phonics for foundational spelling skills in G3–5		
Use Phonetic Knowledge to Spell	●	●	●	Use Reach into Phonics for foundational spelling skills in G3–5		
Consult Reference Materials to Check Spelling		●	●	●	●	●
Use Spelling Patterns	●	●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
Knowledge of Language						
Compare Formal and Informal Uses of English	●	●	●		●	●
Recognize the Difference Between Spoken and Written English	●	●	●	●	●	
Choose Words and Phrases or Punctuation for Effect				●	●	●
Vary Sentences for Meaning, Interest, and Style		●	●	●	●	●
Vocabulary Acquisition and Use						
Determine Meanings of Unfamiliar and Multiple-Meaning Words	●	●	●	●	●	●
Acquire and Use Academic Vocabulary	●	●	●	●	●	●
Acquire and Use Domain-Specific Vocabulary	●	●	●	●	●	●
Use Inflections and Affixes	●	●	●	●	●	●
Use Context	●	●	●	●	●	●
Use Root Words		●	●	●	●	●
Use Prefixes and Suffixes		●	●	●	●	●
Use Individual Words Within Compound Words		●	●	●	●	●
Use a Glossary, Dictionary, and Thesaurus		●	●	●	●	●
Explore Word Relationships	●	●	●	●	●	●
Categorize Words	●	●	●	●	●	●
Identify Antonyms	●	●	●	●	●	●
Identify Synonyms	●	●	●	●	●	●
Identify Homographs					●	●
Identify Homophones					●	●
Connect Between Words and Their Uses	●	●	●	●	●	●
Distinguish Shades of Meaning	●	●	●	●	●	●
Identify Feeling Words and Sensory Words	●	●	●		●	●
Distinguish Literal from Nonliteral Meanings				●	●	●
Use Analogies					●	●
Figurative and Literary Language					●	●
Explain Similes and Metaphors					●	●
Identify Personification					●	●
Interpret Idioms, Expressions, Dialect, Adages, Proverbs, and Sayings					●	●

Grade 1 Common Core Standards

Reading

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Literature			
Key Ideas and Details	CC.1.Rlit.1	(1) Ask and answer questions about key details in a text.	Unit 3: T131i, T137, T137a, T153e, T154, T155; Unit 4: T230g; Unit 7: T177, T178–179, T180–181, T182–183, T184–185, T186–187;
	CC.1.Rlit.2	(2) Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Unit 2: T94, T116g; Unit 3: T136d, T137b, T164a, T164b, T164c; Unit 4: T202, T204i, T230e, T232, T233f; Unit 6: T95e
	CC.1.Rlit.3	(3) Describe characters, settings, and major events in a story, using key details.	Unit 1: T33c, T33d, T33e, T34, T35a, T59f, T60g, T61a, T61b; Unit 2: T94, T116g; Unit 4: T204a, T204i, T230e, T232, T257e; Unit 7: T171h, T173a, T174a, T174b, T175a, T175b, T188e, T188g, T189, T190, T191
Craft and Structure	CC.1.Rlit.4	(4) Identify words or phrases in stories or poems that suggest feelings or appeal to the senses.	Unit 6: T124g; Unit 7: T172, T173a, T174a, T174b, T174c, T175a, T175b, T188e, T188f, T188g, T189, T190, T191; Unit 8: T230g, T230m
	CC.1.Rlit.5	(5) Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Unit 2: T91f, T91h, T125f, T126m, T127a; Unit 3: T193h; Unit 4: T239g, T263h; Unit 5: T37g, T38; Unit 6: T131g
	CC.1.Rlit.6	(6) Identify who is telling the story at various points in a text.	Unit 2: T91f; Unit 7: T197e, T197f, T198
Integration of Knowledge and Ideas	CC.1.Rlit.7	(7) Use illustrations and details in a story to describe characters, events, or settings.	Unit 1: T7a, T34, T35b, T59g, T61b; Unit 2: T96b, T116f; Unit 5: T28e, T28g, T30, T31; Unit 6: T104
	CC.1.Rlit.9	(9) Compare and contrast the adventures and experiences of characters in stories.	Unit 6: T101e, T102n; Unit 8: T256g
Range and Level of Text Complexity	CC.1.Rlit.10	(10) With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Unit 1: T7a, T31h, T33b, T33c, T33d, T33e, T35a, T37, T42–43, T48–49, T50–51, T52f, T52g, T57, T58–59, T59g, T60f, LR2; Unit 2: T65j, T76–77, T85f, T96c, T97a, T99, T116f, T119f; Unit 3: T136a, T136b, T136c, T137a, T160e, T160f, T160g, T160n, T167, T172–173, T174–175, T176–177, T178–179, T180–181, T182–183, T185f, T186, LR2; Unit 4: T199j, T204a, T214–215, T230f, T233f, T260a, T263f, T264e, T264m; Unit 5: T5a, T6, T6a, T6b, T6c, T9, T10–11, T12–13, T18–19, T24–25, T26–27, T28f, T28g; Unit 6: T74, T97, T101f, T102f, T102m, T105a, T124f; Unit 7: T173a, T174, T174a, T174b, T174c, T175a, T188f, T188g, T191e, T192, T193, T194–195, T197e, T197f, T198e, T198f, T198g; Unit 8: T209a, T229g, T230e, T230f, T230g, T230m, T233a, T234, T234a, T234b, T234c, T235a, T237, T238–239, T240–241, T242–243, T248–249, T254–255, T256f, LR2
Informational Text			
Key Ideas and Details	CC.1.Rinf.1	(1) Ask and answer questions about key details in a text.	Unit 3: T137, T137a, T159f, T159g, T159h, T160, T162, T163, T164a, T164b, T164c, T164i, T165a, T165b, T193f, T193g, T194m
	CC.1.Rinf.2	(2) Identify the main topic and retell key details of a text.	Unit 3: T163a, T164a, T164b, T164c, LR3; Unit 4: T243a, T245a, T258; Unit 5: T37e, T37f, T38m; Unit 6: T106i; Unit 7: T137i, T137j, T141a, T142a, T142b, T142c, T143b, T143c, T161e, T161f, T162, T163, T169e, T169g
	CC.1.Rinf.3	(3) Describe the connection between two individuals, events, ideas or pieces of information in a text.	Unit 1: T29g, T30; Unit 2: T92e; Unit 3: T192–193, T193g, T193h, T194m, T194n, T195a; Unit 4: T257g; Unit 6: T75a; Unit 8: T265e, T265f, T266g, T266m
Craft and Structure	CC.1.Rinf.4	(4) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Unit 3: T137, T137a, T159f, T159g, T159h, T160, T162, T163, T164a, T164b, T164c, T164i, T165a, T165b, T193f, T193g, T194m
	CC.1.Rinf.5	(5) Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Unit 3: T158–159, T159a; Unit 4: T239e, T240m, T241a; Unit 7: T166–167e
	CC.1.Rinf.6	(6) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Unit 5: T57f
Integration of Knowledge and Ideas	CC.1.Rinf.7	(7) Use the illustrations and details in a text to describe its key ideas.	Unit 7: T137i, T142b, T143a, T143b, T161e, T161f, T162, T163
	CC.1.Rinf.8	(8) Identify the reasons an author gives to support points in a text.	Unit 7: T170m
	CC.1.Rinf.9	(9) Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).	Unit 2: T92m, T93a; Unit 6: T131g, T132m
Range and Level of Text Complexity	CC.1.Rinf.10	(10) With prompting and support, read information texts of appropriate complexity for grade 1.	Unit 1: T1i, T9, T10–11, T12–13, T14–15, T16–17, T21f, T23f, T26–27, T29f, T30e, T30f, T30g, T30m, T55f, LR2, LR3; Unit 2: T70a, T71a, T90–91, T91f, T92f, T92m, T93h, T121; Unit 3: T140–141, T142–143, T148–149, T153f, T158–159, T159c, T159h, T164a, T164b, T164c, T165a, T190, T191, T192–193, T193h, LR2; Unit 4: T234a, T239f, T240e, T240m, T241h, T244, T252–253, T257g, T257j; Unit 5: T32a, T33, T34–35, T36–37, T37f, T38f, T38g, T38m, T41a, T42, T42a, T42b, T42c, T43a, T45, T46–47, T48–49, T50–51, T52–53, T54–55, T57f, T60a, T61, T62–63, T63g, T64e, T64f, T64g, T64m; Unit 6: T77, T93f, T109, T129, T131g, T132f, T132n; Unit 7: T137j, T141a, T142, T142a, T142c, T145, T150–151, T156–157, T158–159, T164, T165, T166–167, T169f, T170e, T170f, T170g, T170n; Unit 8: T212–213, T214–215, T216–217, T218–219, T220–221, T223f, T260a, T261, T262–263, T265f, T266f, T266g, T266m, LR2

Reading, continued

Search for activities that meet each
Common Core Standard. [NGReach.com](https://www.ncreach.com)



Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Foundational Skills			
Print Concepts	CC.1.Rfou.1	(1) Demonstrate understanding of the organization and basic features of print.	Unit 7: T164, T165, T169e, T192, T193, T197e
	CC.1.Rfou.1a	(a) Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).	
Phonological Awareness	CC.1.Rfou.2	(2) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Unit 1: T3c, T5g, T23k, T23l, T23m, T29a, T29b, T31m, T31n, T31o, T33g, T33h, T33i, T33j, T59b, T59e; Unit 4: T240a, T240i; Unit 5: T64a, T64i; Unit 8: T209c, T223a
	CC.1.Rfou.2a	(a) Distinguish long from short vowel sounds in spoken single-syllable words.	Unit 4: T239a, T204e; Unit 6: T71a, T74e, T95k, T101a, T103m, T106e, T127k, T131b
	CC.1.Rfou.2b	(b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Unit 1: T7c, T7d, T21a, T30a, T30i, T35c, T35d, T35e, T52a, T55k, T55l, T60a, T60i, T60j; Unit 2: T67b, T70c, T71d, T85a, T87l, T91b, T92b, T92i, T93n, T96e, T97c, T116a, T119l, T125a, T126b, T126i; Unit 3: T133a, T133b, T136e, T136f, T136g, T136h, T137c, T137d, T153a, T153b, T155k, T159b, T159c, T160a, T160b, T160c, T160i, T160j, T161n, T161o, T164e, T165d, T185a, T189l, T193b, T193c, T194b, T194c, T194i; Unit 4: T201b, T204e, T205d, T230a, T231l, T239b, T240b, T240j, T241n, T244f, T245d, T257b, T259l, T263b, T264b, T264i; Unit 5: T7d, T7e, T28a, T28b, T38b, T38i, T38j, T43d, T43e, T57a, T57b, T64i; Unit 6: T71b, T74e, T75d, T93a, T95l, T101a, T102a, T102i, T103m, T106e, T107d, T124a, T127l, T131b, T132b, T132i; Unit 7: T139b, T139c, T142e, T142f, T143d, T143e, T161a, T163l, T163m, T169a, T169b, T170b, T170c, T170i, T170j, T171n, T171o, T174e, T174f, T175d, T175e, T188a, T188b, T191l, T191m, T197a, T197b, T198b, T198c, T198i, T198j; Unit 8: T205b, T205c, T208e, T208f, T225l, T229b, T229c, T230b, T230c, T230i, T235c, T235d, T235e, T256a, T256b, T266a, T266b, T266i
	CC.1.Rfou.2c	(c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Unit 1: T3a, T3c, T5h, T23k, T23l, T29a, T31m, T31n, T33g, T33h, T55k, T55l, T59b; Unit 2: T71d, T85a, T92a, T92i, T93m, T96e, T119k, T125a; Unit 3: T133a, T133b, T136e, T137d, T137e, T153a, T155k, T159b, T161m, T164e, T165c, T185a, T189k, T193b, T194a, T194i; Unit 4: T201a, T204e, T205c, T230a, T233k, T239a; Unit 5: T38a, T38b, T38c, T38i, T43c, T57a; Unit 6: T131b
	CC.1.Rfou.2d	(d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Unit 2: T67a, T70c, T87k, T91b, T97c, T116a, T126a, T126i; Unit 3: T160a, T160i, T160j; Unit 7: T175c, T175d, T175e, T188a; Unit 8: T223a, T231m, T234e, T259k, T259m, T265a
Phonics and Word Recognition	CC.1.Rfou.3	(3) Know and apply grade-level phonics and word analysis skills in decoding words.	Unit 1: T1i, T1j, T1k, T7c, T7d, T7e, T21c, T21d, T21h, T23f, T23h, T30b, T30i, T30j, T30o, T31h, T31i, T31j, T35d, T52a, T52b, T52c, T53b, T55f, T55g, T55h, T60a, T60b, T60i, T60j, T60k, T60l, T60o, T61; Unit 2: T65j, T65k, T67c, T70e, T71d, T85c, T85h, T87f, T87g, T87h, T87l, T91d, T92c, T92k, T92o, T93h, T93i, T93j, T93n, T96g, T97d, T116c, T117b, T119f, T119g, T119h, T119l, T125c, T126b, T126k, T126o; Unit 3: T131j, T131k, T133b, T136e, T136f, T136g, T136h, T137d, T137e, T137f, T153a, T153b, T153c, T153g, T153h, T155f, T155g, T155h, T155l, T155m, T159d, T159e, T160c, T160k, T160l, T160o, T161h, T161i, T161j, T161n, T161o, T164g, T165d, T165e, T185c, T187b, T189f, T189g, T189h, T189l, T189m, T193c, T193d, T194b, T194i, T194k, T194o; Unit 4: T199k, T199l, T201a, T204e, T205d, T230a, T231b, T233g, T233k, T239a, T240b, T240j, T240o, T241h, T241i, T241n, T244e, T245d, T257a, T257j, T259f, T259g, T259l, T263b, T264b, T264i, T264o; Unit 5: T1j, T1k, T1l, T3b, T3c, T6e, T6f, T6g, T7d, T7e, T7f, T28a, T28b, T29b, T31f, T31g, T31k, T31l, T37a, T37c, T38a, T38b, T38c, T38i, T38o, T39h, T39i, T39j, T39m, T39n, T42e, T42f, T42g, T43c, T43d, T57a, T57h, T59f, T59g, T59h, T59l, T59m, T63b, T64a, T64b, T64c, T64i, T64o; Unit 6: T69j, T69k, T71b, T74e, T75e, T93a, T93h, T95f, T95g, T95h, T95l, T96, T101a, T101e, T102b, T102e, T102j, T102m, T102o, T103g, T103i, T103j, T103n, T106e, T107d, T124a, T127l, T131b, T132b, T132i, T125b, T127f, T127g, T127h, T128, T131f, T132m; Unit 7: T137j, T137k, T137l, T139b, T139c, T142e, T142f, T142g, T142h, T143c, T143d, T143e, T161a, T161b, T161c, T161g, T161h, T163f, T163g, T163h, T163k, T163l, T163m, T169a, T169b, T169c, T170a, T170b, T170c, T170i, T170j, T170k, T170l, T171h, T171i, T171j, T171m, T171n, T171o, T174e, T174f, T174g, T175c, T175d, T175e, T175f, T188a, T188b, T188c, T188d, T189b, T191f, T191g, T191h, T191i, T191m, T197a, T197b, T197c, T197d, T198a, T198b, T198c, T198i, T198j, T198k, T198l; Unit 8: T203j, T203k, T203l, T205a, T205b, T205c, T208e, T208f, T208g, T223h, T225f, T225g, T225h, T225l, T225m, T229b, T229c, T229d, T230a, T230b, T230c, T230i, T230j, T230k, T230l, T230o, T231h, T231i, T231j, T231n, T231o, T234e, T234f, T234g, T234h, T235c, T235d, T235e, T256a, T256b, T256c, T256d, T257b, T259f, T259g, T259h
	CC.1.Rfou.3.a	(a) Know the spelling-sound correspondences for common consonant digraphs.	Unit 3: T189f; Unit 4: T244f, T257j
	CC.1.Rfou.3.b	(b) Decode regularly spelled one-syllable words.	
	CC.1.Rfou.3.c	(c) Know final -e and common vowel team conventions for representing long vowel sounds.	Unit 4: T201b, T204e
	CC.1.Rfou.3.d	(d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Unit 8: T259l, T259m, T265a, T266b, T266c, T266i, T266j, T266o
	CC.1.Rfou.3.e	(e) Decode two-syllable words following basic patterns by breaking the words into syllables.	Unit 8: T259l, T259m, T265a, T265c, T266a, T266b, T266c, T266i, T266j, T266o
	CC.1.Rfou.3.f	(f) Read words with inflectional endings.	Unit 8: T209c, T209d, T209e, T223a, T223b, T223c, T223d, T223h

Grade 1 Common Core Standards

Reading, continued

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Phonics and Word Recognition	CC.1.Rfou.3.g	(g) Recognize and read grade-appropriate irregularly spelled words.	Unit 1: T3d, T5h, T7f, T21a, T21b, T21g, T21h, T23n, T29a, T29b, T29c, T29d, T30c, T30d, T30l, T30o, T31o, T31p, T33i, T35e, T35f, T52c, T54, T55, T55m, T55n, T59d, T60c, T60k, T60o; Unit 2: T67d, T70d, T71f, T85b, T85h, T87n, T87m, T91c, T92c, T92j, T92o, T93p, T96f, T97f, T116b, T117b, T119n, T125b, T126j, T126j; Unit 3: T133c, T133d, T136g, T136h, T137e, T137f, T153c, T154, T155m, T155n, T159d, T160c, T160d, T160k, T160o, T161o, T161p, T164g, T165e, T165f, T185a, T185b, T185c, T188, T189m, T193c, T193d, T194c, T194d, T194i, T194j, T194k, T194l, T195a; Unit 4: T201d, T204f, T205f, T230b, T231a, T233n, T239b, T240d, T240j, T240o, T241p, T244f, T245f, T257b, T257j, T259n, T263b, T264d, T264j, T264o; Unit 5: T3c, T3d, T6e, T6f, T6g, T28a, T28b, T28c, T30, T31m, T31n, T37a, T37b, T37c, T38c, T38d, T38k, T38o, T39o, T39p, T42e, T42f, T42g, T43e, T43f, T57a, T57b, T57c, T57h, T59m, T59n, T63b, T63c, T63d, T63e, T64c, T64d, T64i, T64j, T64k, T64o; Unit 6: T71d, T74g, T75f, T93b, T95n, T101b, T102d, T102j, T103p, T106f, T107f, T124b, T127n, T131c, T132d, T132j, T127h; Unit 7: T139b, T139c, T139d, T142e, T142f, T142g, T142h, T143c, T143d, T143e, T143f, T161a, T161b, T161d, T161g, T161h, T163k, T163l, T163m, T163n, T169a, T169b, T169c, T169d, T170b, T170c, T170d, T170i, T170j, T170k, T170l, T170o, T171n, T171o, T171p, T174e, T174f, T174h, T175d, T175e, T175f, T188a, T188b, T188c, T189b, T191i, T191m, T191n, T197a, T197b, T197c, T197d, T198b, T198c, T198d, T198i, T198j, T198k, T198l; Unit 8: T205a, T205c, T205d, T208f, T208g, T208h, T209e, T209f, T223a, T223b, T223c, T223h, T224, T225m, T225n, T229c, T229d, T230c, T230i, T230j, T230k, T230o, T231o, T231p, T234e, T234f, T234g, T235e, T235f, T256a, T256b, T256c, T256d, T257b, T258, T259l, T259m, T259n, T265a, T265b, T265c, T265d, T266c, T266d, T266i, T266j, T266k, T266o
Fluency	CC.1.Rfou.4	(4) Read with sufficient accuracy and fluency to support comprehension.	Unit 1: T1i, T5i, T5j, T18–19, T21c, T21d, T23f, T31h, T33i, T33j, T52c, T55f, T60k; Unit 2: T65j, T67c, T70a, T70f, T71e, T85c, T87f, T91e, T92k, T93h, T93p, T96h, T97e, T116d, T119f, T125c, T126k; Unit 3: T131j, T133c, T133d, T136a, T136g, T136h, T153c, T155f, T159d, T159e, T160k, T161g, T161h, T161o, T161p, T165e, T165f, T185c, T189f, T193d, T193e, T194k, T194l; Unit 4: T199j, T204h, T230d, T233f, T239d, T240l, T241h, T244h, T245f, T257d, T259f, T259m, T263e, T264d, T264j; Unit 5: T1j, T6a, T28c, T28d, T31f, T37c, T37d, T38a, T38k, T38l, T39h, T39o, T42a, T42e, T42g, T42h, T54–55, T57d, T59f, T63d, T63e, T64k, T64l, T64o; Unit 6: T69l, T71d, T74a, T74h, T75e, T93d, T95f, T101d, T102k, T103h, T106a, T106g, T124d, T131d, T132l, T122–123, T127f; Unit 7: T137j, T141a, T142, T142a, T142b, T142c, T142g, T142h, T158–159, T161c, T161d, T163f, T169c, T169d, T170k, T170l, T171h, T173a, T174, T174a, T174b, T174c, T177, T178–179, T180–181, T182–183, T184–185, T186–187, T188c, T188d, T191e, T191f, T197b, T197c, T197d, T198j, T198k, T198l; Unit 8: T203j, T208a, T208g, T208h, T223c, T223d, T225f, T229d, T230k, T230l, T231h, T231p, T234g, T234h, T256c, T256d, T259f, T266k
	CC.1.Rfou.4.a	(a) Read on-level text with purpose and understanding.	Unit 2: T71a, T97a
	CC.1.Rfou.4.b	(b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Unit 1: T18–19; Unit 2: T70a; Unit 3: T136a; Unit 5: T6a, T42a, T54–55; Unit 6: T74a, T106a, T122–123; Unit 7: T142a, T158–159, T174a, T177, T178–179, T180–181, T186–187; Unit 8: T208a
	CC.1.Rfou.4.c	(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

Writing

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Text Types and Purposes	CC.1.W.1	(1) Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide a reason for their opinion, and provide a sense of closure.	Unit 1: T30h, T30n, T60h, LR2, LR3; Unit 3: T136d, T155e, LR2, LR3; Unit 5: T1j, T59e, T59f, T64n, T65b; Unit 6: T106d, T124; Unit 7: T137i, T140, T142d, T143b, T168–169, T170n, T171b, T175b; Unit 8: T266–T267b, LR2, LR3
	CC.1.W.2	(2) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Unit 1: T23f, T23o, T28–29, T30, T60n, LR2, LR3; Unit 2: T65i, T86, T87e, T92, T92h, T92n, T93b, T119e, T124–125, T126h, T126n, T128–T129b; Unit 3: T131i, T154, T155f, T184–185, T193a, T194, T194h, T194n, T195b, LR2, LR3; Unit 4: T233e, T233o, T240, T240h, T240n, T241b, T241g, T244d, T257h, T259e, T259o, T264h, T264n; Unit 5: T1i, T6d, T31e, T36–37, T38h, T38n, T39g, T43b, T56–57, T57f, T59e, T63a, T64h, T64n, T65b, T66–T67b; Unit 6: T69i, T74d, T74i, T92–93, T93f, T103g, T127e, T131a, T132, T132h, T132n, T134–T135b, T136; Unit 7: T200–T201b, T202; Unit 8: T224, T230, T230h, T231g, T234d, T264–265, T266h, T266n, T270, LR2, LR3
	CC.1.W.3	(3) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Unit 1: LR2, LR3; Unit 2: T93g, T93h, T119f; Unit 3: T131i, T160h, LR2, LR3; Unit 4: T199i, T204d, T231, T233a, T267; Unit 7: T198h; Unit 8: T231g, T257, LR2, LR3
Production and Distribution of Writing	CC.1.W.5	(5) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Unit 1: T1h, T6, T7a, T7b, T10–11, T18–19, T20–21, T21g, T22, T23, T23e, T30o, T31a, T31b, T31g, T33f, T35b, T53, T54, T55, T55e, T55f, T61b, T62, T63a, T63b, T64; Unit 2: T69a, T71b, T74–75, T88, T96d, T97b, T116, T117, T118, T119e, T126, T127b, T130; Unit 3: T137b, T152–153, T153f, T155e, T159a, T160, T160n, T161b, T161g, T164d, T165b, T186, T188, T189e, T196, T197a, T197b, T198; Unit 4: T199i, T205b, T230, T231a, T233b, T241b, T241g, T245b, T246, T258, T264, T265b, T267a, T269; Unit 5: T7b, T28, T29, T31, T38, T39b, T42d, T58, T64, T68; Unit 6: T93g, T95e, T96, T101e, T102h, T102m, T102o, T103g, T107b, T125, T125a, T127e, T134, T135a, T135b; Unit 7: T137i, T160–161, T161f, T162, T163e, T170, T170h, T171g, T188, T189, T190, T191e, T191f, T196–197, T198, T200, T201a, T201b; Unit 8: T208d, T209b, T222–223, T223f, T235b, T256, T258, T259e, T266, T267b
	CC.1.W.6	(6) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Unit 1: T31h; Unit 2: T65j, T93h, T119f; Unit 3: T131j, T155f, T161h, T189f; Unit 4: T199j, T233b, T241h, T259e, T259f; Unit 5: T31f, T39h; Unit 6: T69j, T103h; Unit 7: T137j, T163f, T191f; Unit 8: T203j, T259f

Writing, continued

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Research to Build and Present Knowledge	CC.1.W.7	(7) Participate in shared research and writing projects (e.g. exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Unit 1: T20–21, T21e, T59a, T60, T61b; Unit 2: T87e; Unit 3: T161g; Unit 4: T233f; Unit 5: T1j; Unit 6: T95f; Unit 7: T163e, T163f; Unit 8: T225e, T225f, T231h
	CC.1.W.8	(8) With guidance and support from adults, recall information and experiences or gather information from provided sources to answer a question.	Unit 1: T31h, T62, T63; Unit 3: T161h, T189f, T196, T197; Unit 4: T233e, T233f

Speaking and Listening

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Comprehension and Collaboration	CC.1.SL.1	(1) Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	Unit 1: T1i, T2, T8, T21e, T21f, T21g, T23, T23f, T23o, T24a, T28–29, T30h, T30n, T30o, T31b, T32, T33, T33a, T35a, T35b, T36, T52, T59a, T59h, T60, T60e, T60h, T60n, T60o, T61a; Unit 2: T66, T69, T72, T85e, T85g, T88, T91f, T92h, T92n, T92o, T97a, T98, T118, T124–125, T125e, T126e, T126m, T126o, T128, T129a, T129b, T131; Unit 3: T132, T133, T138, T152–153, T153e, T153f, T153h, T154, T155, T155e, T155f, T156, T159f, T159h, T160, T160h, T160n, T160o, T161a, T161b, T164i, T165, T166, T184–185, T185e, T187a, T188, T189, T190, T193a, T193f, T194e, T194o, T195a, T195b, T196, T197a, T197b, T199, LR2, LR3; Unit 4: T200, T206, T232, T233e, T233o, T239e, T240e, T240n, T241a, T246, T257i, T260a, T264e, T264n, T264o; Unit 5: T1j, T2, T3, T4, T5, T6i, T7, T7b, T8, T28, T28e, T29a, T31e, T31o, T32, T32a, T37e, T37g, T38h, T38n, T38o, T39b, T40, T41, T41a, T42i, T43, T43a, T44, T56–57, T57e, T57f, T57h, T58, T59, T59e, T59f, T63a, T63f, T63h, T64e, T64n, T65a, T65b, T66, T67a, T67b; Unit 6: T70, T76, T93e, T94, T100–101, T102e, T102o, T107, T108, T124e, T125a, T128, T132e, T132n; Unit 7: T137i, T137j, T138, T139, T144, T160–161, T161e, T161f, T161g, T161h, T162, T163, T163e, T163f, T164, T168–169, T169e, T169g, T170, T170e, T170h, T170m, T170n, T170o, T171, T171a, T171b, T172, T173, T173a, T174d, T176, T188e, T189, T191e, T192, T196–197, T197e, T197g, T198, T198e, T198h, T203; Unit 8: T204, T206, T207, T207a, T208d, T208i, T210, T222–223, T223e, T223f, T223g, T223h, T224, T225, T230e, T230h, T230n, T230o, T231b, T231g, T231h, T232, T233, T233a, T234c, T234d, T234i, T235, T235a, T235b, T236, T256, T256e, T256g, T257, T257a, T257b, T258, T259, T259e, T259o, T260, T260a, T264–265, T265e, T265f, T265g, T266, T266e, T266h, T266n, T266o, T267, T267a, T267b, T271, LR2, LR3
	CC.1.SL.1.a	(a) follow agreed-upon rules for discussions (e.g. listening to others, speaking one at a time about the topics and texts under discussion).	Unit 1: T65; Unit 3: LR3; Unit 7: T203; Unit 8: LR3
	CC.1.SL.1.b	(b) Build on others’ talk in conversation by responding to the comments of others through multiple exchanges.	Unit 2: T70g, T131; Unit 3: T155e; Unit 4: T233e
	CC.1.SL.1.c	(c) Ask questions to clear up confusion about the topics and texts under discussion.	
	CC.1.SL.2	(2) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Unit 1: T1i, T2, T3, T23f, T30e, T30f, T30g, T30h, T30m, T30n, T65; Unit 2: T65j, T66, T87f, T92g, T126e; Unit 3: T133, T160e, T160g, T194g, T199; Unit 4: T199j, T200, T205a, T233b, T233e, T241h, T259f, T264e; Unit 5: T2, T31f, T38h, T39h, T64g, T64h, T68; Unit 6: T70, T95e, T103h, T127f; Unit 7: T137i, T138, T139, T203; Unit 8: T204, T205
	CC.1.SL.3	(3) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Unit 1: T62, T63a, T63b; Unit 4: T267b; Unit 6: T134, T135a, T135b; Unit 7: T200, T201a, T201b; Unit 8: T231g, T266, T267a, T267b
	Presentation of Knowledge and Ideas	CC.1.SL.4	(4) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CC.1.SL.5		(5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Unit 1: T1h, T1i, T31g, T31h, T55e, T55f, T65; Unit 2: T65i, T65j, T87e, T93g, T93h, T119e, T119f, T131; Unit 3: T161g, T189e, T199; Unit 4: T199i, T199j, T233e, T233f, T241g, T241h, T244i, T259e, T259f, T269; Unit 5: T1i, T31e, T39g, T39h, T59e, T59f, T69; Unit 6: T69i, T69j, T103g, T103h, T127e, T127f, T137; Unit 7: T171g, T174i; Unit 8: T271
CC.1.SL.6		(6) Produce complete sentences when appropriate to task and situation (see grade 1 Language standards 1 and 3 for specific expectations).	Unit 3: T199; Unit 4: T269; Unit 6: T127f, T137; Unit 7: T203; Unit 8: T271

Grade 1 Common Core Standards

Language

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Conventions of Standard English	CC.1.L.1	(1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Unit 1: T1m, T2j, T31l, T55j; Unit 2: T65m, T87j, T93l, T119j, T126n; Unit 3: T131n, T155g, T155j, T161l, T189j; Unit 4: T199k, T199l, T199m, T233g, T233h, T238–239, T241k, T259i; Unit 5: T1n, T31j, T39l, T59j; Unit 6: T69m, T95i, T103k, T127i; Unit 7: T137n, T163j, T171l, T191j; Unit 8: T225i, T225j, T229f, T230, T230h, T230m, T230n, T231, T231b, T259j
	CC.1.L.1.a	(a) Print all upper and lowercase letters.	Unit 1: T5h, T23m, T23n; Unit 4: T204f, T239d
	CC.1.L.1.b	(b) Use common, proper, and possessive nouns.	Unit 1: T1l, T1m, T7a, T7b, T20–21, T21e, T21f, T21g, T21h, T23i, T23j, T23o, T24, T29e, T30h, T30m, T30o, T31, T31b, T31k, T31l, T33f, T35a, T52, T52g, T53, T54, T55i, T59a, T60, T60h, T61, T63a; Unit 2: T93k, T96d, T119i, T124–125, T126; Unit 3: T199; Unit 4: T241k, T244d, T245b, T256–257, T257h, T258
	CC.1.L.1.c	(c) Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops.; We hop.)	Unit 3: T131n, T137b, T153f, T153, T154, T155i, T159a, T159f, T161k, T161l, T164d, T184–185, T186, T189, T189i, T190, T194h, T194m, T195, T197, T197a, T197b
	CC.1.L.1.d	(d) Use personal, possessive, and indefinite pronouns (e.g. I, me, my, they, them, their, anyone, everything).	Unit 4: T199m, T204d, T204f, T205b, T230, T231, T233b; Unit 5: T1m, T1n, T7b, T28, T10–11, T12–13, T18–19, T29, T30, T31, T59i, T59j, T61, T64, T64h, T64n, T65
	CC.1.L.1.e	(e) Use verbs to convey a sense of past, present, and future in writing and speaking (e.g. Yesterday I walked home. Today I walk home. Tomorrow I will walk home.)	Unit 3: T131m, T131n, T136d, T135, T153, T154, T155i, T155j, T156, T159f, T160, T160m, T160n, T161, T161b, T161k, T161l, T184–185, T189i, T189j, T190, T193a, T193f, T194h, T194m, T195; Unit 7: T137i, T137m, T137n, T142d, T143b, T160–161, T161f, T162, T163i, T163j, T168–169, T170, T170h, T170n, T171, T171b, T191i, T191j, T196–197, T198, T198h, T203
	CC.1.L.1.f	(f) Use frequently occurring adjectives.	Unit 1: T60m; Unit 2: T65m, T70f, T86, T87i, T91a, T91a, T92, T92h, T92n, T93, T93k, T97b, T116, T117, T118, T119j, T126, T126h, T127; Unit 4: T259i, T263a, T264, T264h, T264n, T265b, T267b; Unit 6: T137
	CC.1.L.1.g	(g) Use frequently occurring conjunctions (e.g. and, but, or, so, because)	Unit 5: T28, T30, T31; Unit 6: T69m, T74d, T75b, T92–93, T93f, T94, T103l, T107b, T132h; Unit 7: T171k, T171l, T174d, T175b, T188, T189, T190
	CC.1.L.1.h	(h) Use determiners (e.g. articles, demonstratives)	Unit 1: T23i, T23j, T28–29, T29e, T30, T30h, T30m, T31, T31b; Unit 2: T65m, T71b, T84–85, T86
	CC.1.L.1.i	(i) Use frequently occurring prepositions (e.g. during, beyond, toward).	Unit 8: T259i, T259j, T264–265, T266, T266h, T266n, T267, T267b
	CC.1.L.1.j	(j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Unit 1: T63, T63a, T63b; Unit 2: T129, T129a, T129b; Unit 3: T197, T197a, T197b; Unit 4: T267b; Unit 5: T31i, T31j, T31o, T36–37, T37e, T37f, T37g, T38, T38e, T38h, T38m, T39b, T39k, T39l, T41a, T42d, T43b, T56–57, T57f, T58, T67, T67a, T67b; Unit 6: T69n, T74d, T75b, T92–93, T93f, T95i, T100–101, T102, T102h, T102n, T103b, T103k, T103l, T106d, T107b, T124, T125, T126, T127i–127j, T131a, T132, T132h, T133b, T135, T135a, T135b; Unit 7: T201, T201a, T201b; Unit 8: T267, T267a, T267b
	CC.1.L.2	(2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Unit 1: T55j, T60, T60h; Unit 4: T205e, T230a; Unit 8: T203n, T208d, T209b, T209d, T209e, T209f, T222–223, T223a, T223b, T223d, T223f, T224, T231l, T235d, T235e, T235f, T256, T256a, T256b, T256d
	CC.1.L.2.a	(a) Capitalize dates and names of people.	Unit 1: T33f, T35a, T52, T52g, T53, T53b, T55i, T60, T60h; Unit 8: T203m, T203n
CC.1.L.2.b	(b) Use end punctuation for sentences.	Unit 1: T63a, T63b; Unit 2: T129a, T129b; Unit 3: T197, T197a, T197b; Unit 4: T267b; Unit 5: T67, T67a, T67b; Unit 6: T135, T135a, T135b; Unit 7: T201, T201a, T201b; Unit 8: T231l, T256, T267, T267a, T267b	
CC.1.L.2.c	(c) Use commas in dates and to separate single words in a series.	Unit 1: T60, T60h; Unit 8: T231k, T234d, T235b	
CC.1.L.2.d	(d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Unit 1: T1j, T1k, T3d, T5h, T7e, T7f, T21a, T21b, T21d, T21g, T21h, T23g, T23h, T23n, T29b, T30c, T30d, T30j, T30l, T30o, T31i, T31j, T31p, T33h, T35d, T35e, T35f, T52b, T52d, T53b, T55g, T55h, T55n, T59c, T60a, T60c, T60d, T60j, T60l, T60o; Unit 2: T65k, T65l, T67c, T67d, T70d, T71e, T71f, T85a, T85b, T85h, T87g, T87h, T87m, T87n, T91c, T92c, T92d, T92j, T92o, T93i, T93j, T93o, T93p, T96f, T97e, T116b, T117b, T119g, T119h, T119m, T119n, T125b, T126c, T126d, T126j, T126o; Unit 3: T131k, T131l, T133c, T133d, T136f, T136h, T137e, T137f, T153a, T153b, T153g, T153h, T155g, T155h, T155m, T155n, T159c, T160c, T160d, T160i, T160j, T160o, T161i, T161j, T161o, T161p, T161o, T161p, T164f, T164h, T165e, T165f, T185a, T185b, T185d, T187a, T187b, T189g, T189h, T189m, T189n, T193c, T193e, T194c, T194d, T194i, T194j, T194l, T194o; Unit 4: T199k, T199l, T201c, T201d, T205e, T230b, T231b, T233g, T233h, T233m, T233n, T239d, T240c, T240j, T240o, T241i, T241j, T241m, T241p, T244f, T245c, T245e, T257a, T257b, T257j, T259g, T259h, T259m, T259n, T263c, T264c, T264d, T264i, T264j, T264o; Unit 5: T1k, T1l, T3c, T3d, T6e, T6f, T7d, T7e, T7f, T28a, T28b, T28d, T29b, T31g, T31h, T31m, T31n, T37a, T37b, T38a, T38c, T38d, T38i, T38j, T38l, T38o, T39i, T39j, T39o, T39p, T42f, T43e, T43f, T57a, T57b, T57d, T57g, T57h, T59g, T59h, T59m, T63b, T63c, T64c, T64d, T64i, T64j, T64l, T64o, T65; Unit 6: T69k, T69l, T71c, T71d, T74f, T75e, T75f, T93a, T93b, T93h, T95g, T95h, T95m, T95n, T101b, T102c, T102i, T102j, T102o, T103i, T103j, T103o, T103p, T106f, T107e, T107f, T124a, T124b, T125b, T127m, T127n, T131c, T132c, T132d, T132i, T132j, T127g, T127h; Unit 7: T137k, T137l, T139b, T139c, T139d, T142f, T142h, T143c, T143d, T143e, T143f, T161a, T161b, T161d, T161h, T163g, T163h, T163l, T163m, T163n, T169a, T169b, T169d, T170b, T170c, T170d, T170i, T170j, T170l, T170o, T171g, T171i, T171j, T171n, T171o, T171p, T174e, T174f, T174h, T175c, T175d, T175e, T175f, T188a, T188b, T189b, T191g, T191h, T191i, T191m, T191n, T197a, T197b, T197d, T198b, T198c, T198d, T198j, T198l; Unit 8: T203k, T203l, T205a, T205b, T205c, T205d, T208f, T208h, T209e, T209f, T223b, T223h, T225g, T225h, T225k, T225l, T225m, T225n, T229c, T230a, T230b, T230c, T230d, T230j, T230l, T230o, T231i, T231j, T231n, T231o, T231p, T234f, T234h, T235e, T235f, T256b, T257b, T259g, T259h, T259l, T259m, T259n, T265b, T265d, T266b, T266c, T266d, T266j, T266o	

Language, continued

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Conventions of Standard English	CC.1.L.2.e	(e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Unit 1: T1j, T7e, T21d, T23g, T23h, T30a, T30b, T30i, T31i, T35e, T52d, T55g, T55h, T60b, T60c, T60l; Unit 2: T65k, T67a, T70f, T71e, T85a, T87g, T87h, T87m, T91c, T92e, T92l, T93i, T93j, T93o, T96f, T97e, T116d, T119g, T119m, T125b, T126e, T126j; Unit 3: T131k, T133a, T133b, T133c, T136e, T136f, T136h, T137d, T137e, T137f, T153d, T155g, T155h, T155m, T159e, T160d, T160l, T161i, T161j, T161o, T161p, T164h, T165e, T165f, T185a, T185b, T185d, T189g, T189h, T189k, T193c, T193e, T194c, T194d, T194f; Unit 4: T199k, T201c, T204h, T205e, T230d, T233g, T233m, T241i, T241o, T244h, T259g, T259h, T259m, T263e; Unit 5: T1l, T3c, T6h, T7c, T31g, T31k, T31l, T31m, T37a, T37b, T37d, T39m, T39n, T39o, T42e, T42h, T59g, T59h, T59k, T59m, T63b, T63e, T64a, T64b, T64c; Unit 6: T69k, T69l, T71c, T74h, T75e, T93a, T95m, T101d, T102c, T102j, T103i, T103j, T103o, T106h, T107e, T124a, T127m, T131e, T132c, T132l; Unit 7: T139b, T139c, T142e, T142f, T142g, T142h, T143c, T143d, T143e, T161a, T161b, T161d, T163g, T163h, T163k, T163l, T163m, T163n, T169b, T169d, T170b, T170c, T170i, T170j, T170l, T171i, T171m, T171n, T171o, T174e, T174h, T175c, T175d, T175e, T188a, T188b, T188c, T191g, T191k, T191l, T191m, T191n, T197a, T197b, T197d, T198b, T198c, T198i, T198j, T198l; Unit 8: T203k, T203l, T205a, T205b, T205c, T208h, T209c, T209d, T209e, T223a, T223b, T223d, T223h, T225g, T225h, T225k, T225l, T225m, T229c, T229e, T230a, T230b, T230c, T230l, T231i, T259g, T259h
Vocabulary Acquisition and Use	CC.1.L.4	(4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	Unit 1: T1h, T6, T7, T8, T21e, T23e, T31g, T32, T33, T34, T35, T36, T52e, T55e; Unit 2: T65i, T71g, T72, T85e, T85g, T87e, T93g, T94, T96i, T98, T116e, T117a, T119e; Unit 3: T131i, T134, T135, T136i, T138, T153e, T153g, T153h, T155e, T155i, T161g, T162, T164i, T166, T185e, T189e, T190; Unit 4: T199i, T202, T204i, T206, T230e, T233e, T241g, T242, T244i, T246, T257e, T259e, T263f, T264e; Unit 5: T1i, T4, T5, T6i, T8, T26–27, T28e, T29, T31e, T39g, T40, T42i, T43, T44, T57e, T59e; Unit 6: T69i, T72, T74i, T76, T93e, T95e, T103g, T104, T106i, T108, T124e, T127e; Unit 7: T137i, T140, T141, T142i, T144, T163e, T170e, T171g, T172, T173, T174i, T175, T176, T188e, T191e; Unit 8: T206, T207, T208i, T209, T210, T214–215, T220–221, T223e, T223g, T225e, T231g, T234i, T235, T236, T256c, T257a, T257b, T259e
	CC.1.L.4.a	(a) Use sentence-level context as a clue to the meaning of a word or phrase.	Unit 4: T233o, T240m, T259o, T263f, T264m
	CC.1.L.4.b	(b) Use frequently occurring affixes in English as a clue to the meaning of a word.	Unit 8: T203i, T229f, T230e, T230m, T259o, T260, T266e, T266m
	CC.1.L.4.c	(c) Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking).	Unit 8: T229f, T230
	CC.1.L.5	(5) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Unit 4: T233e; Unit 5: T31e, T31o, T32, T36–37, T37e, T38, T38m, T60, T63f, T64m
	CC.1.L.5.a	(a) Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.	Unit 2: T88, T91f, T92m, T120, T125e, T126m; Unit 4: T239e, T240e
	CC.1.L.5.b	(b) Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes.)	Unit 1: T21h, T53b; Unit 2: T117a, T131; Unit 3: T187, T188; Unit 4: T231a, T257j; Unit 5: T4, T5a, T6a, T6b, T6d; Unit 6: T93g, T125a
	CC.1.L.5.c	(c) Identify real-life connections between words and their use (e.g. note places at home that are cozy.)	
	CC.1.L.5.d	(d) Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, stare, glance, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining, choosing, or acting out the meanings.	
CC.1.L.6	(6) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. I named my hamster Nibblet because she nibbles too much because she likes that.)	Unit 1: T33, T33a, T33f, T35, T65; Unit 2: T71b, T72, T85e, T87e, T95, T96i, T116e, T117a; Unit 3: T131i, T135, T136d, T164d, T165; Unit 4: T202, T204i, T241, T242, T269; Unit 5: T7b, T42d, T56–57, T69; Unit 6: T72, T92–93, T93e, T105, T107, T108, T124e, T125a; Unit 8: T233, T234d, T235, T235b, T271	

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